DOCUMENT RESUME
ED 388 751

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DOCUMENT RESUME

ED 388 751 AA 001 267

Resources in Education (RIE). Volume 31, Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131), Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 388 752 CE 068 633

Mishel, Lawrence; Bernstein, Jared
The State of Working America, 1994-95.
PUB DATE- 95
NOTE- 417p.; For earlier editions, see ED 309 302 and ED 352 445.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Business Cycles; Comparative Analysis; Economic Change; *Economic Factors; Economic Progress; Economic Status; *Employment Patterns; *Employment Practices; *Family Income; Foreign Countries; Health Care Costs; Job Development; *Living Standards; Low Income Groups; Minimum Wage; Part Time Employment; Productivity; Public Policy; *Salary Wage Differentials; Taxes; Tax Rates; Trend Analysis; Underemployment; Unemployment
IDENTIFIERS- Working Poor

Numerous sources of data about family incomes, taxes, wages, unemployment, wealth, and poverty were used to analyze the impact of the economy on living standards in the United States in 1994-1995. It was discovered that most individuals in the United States are worse off in the 1990s than they were at the end of the 1970s. Between 1979 and 1989, family income grew more slowly than in any other business cycle since World War II. Despite recent progressive changes in tax laws, the federal tax system has continued to favor wealthy families. Most people are working longer for less. Underemployment is worsening, and the continued rise of part-time and temporary employment has triggered long-term erosion in economic security, benefits, wages, and opportunities for training and advancement. Rapid

DOCUMENT RESUME

ED 388 770 CE 070 139

Haffner, Richard; And Others
Filling the Gap: A Manual for Integrating the Deaf Adult into Adult Basic Education Classes. Revised.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Adult and Community Services.
PUB DATE- Jun 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Students; *Augmentative and Alternative Communication; *Classroom Techniques; Cultural Differences; Deaf Interpreting; *Deafness; Educational Legislation; Federal Legislation; *Mainstreaming; National Organizations; Public Agencies; Sign Language; Special Needs Students; *Student Characteristics; Student Needs; Vocational Education; Vocational Rehabilitation
IDENTIFIERS- Americans with Disabilities Act 1990; Ohio; Rehabilitation Act 1973 (Section 504)

This manual is designed to familiarize adult basic education (ABE) teachers with the special needs of deaf individuals and strategies for integrating deaf students into ABE classes. The manual is prefaced with a brief discussion of the Comprehensive Program for the Deaf of the Columbus Speech and Hearing Center in Columbus, Ohio. The following topics are discussed in the manual's five sections: the special auditory, language, communication, experiential, educational, social, psychological, vocational, economic, and cultural needs of deaf students; deaf culture; communication; procedures for using an American Sign Language (ASL) interpreter; and classroom strategies. Appendixes constituting approximately 60% of the manual contain the following: information about the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act; discussion of the types, causes and effects of hearing loss; names/addresses of Ohio Alliance of Community Centers for the Deaf and offices of the Ohio Rehabilitation Services Commission; list of 21 books, series of books, and other resources; information about ASL and the Registry of Interpreters for the Deaf Code of Ethics; names/addresses of 41 national organizations serving deaf people; and chart illustrating the ASL manual alphabet. (MN)

ED 388 771 CE 070 140

Parente, Frank
Working but Poor in America. AFL-CIO Reviews the Issues. Report No. 84.
PUB DATE- Oct 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Economic Factors; *Employment Patterns; *Employment Practices; Fringe Benefits; Income; *Low Income Groups; Minimum Wage; Part Time Employment; *Poverty; *Public Policy; Tax Rates; Trend Analysis; Underemployment; Unemployment
IDENTIFIERS- *Working Poor

In 1993, 10.4 million people were classified as being among the

ED 388 789 CE 070 173

Lewandowski, Carol
English as a Second Language in the Workplace. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 160p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Competency Based Education; Curriculum Guides; *English (Second Language); *Grammar; *Idioms; Instructional Materials; Job Skills; Labor Force Development; Language Skills; Learning Activities; *Literacy Education; Second Language Instruction; Student Evaluation
IDENTIFIERS- *Workplace Literacy

This workplace skills course in English as a Second Language in the workplace identifies English problems for non-native speakers and encourages students to practice speaking, writing, listening, and reading skills using company literature such as procedures, lists, policies, and safety information. Introductory material includes pre- and post-class exercises, a course outline, objectives, topical outline, evaluation, evaluation applicable in the workplace, and teacher tips. The course consists of 29 sessions, each of which has these components: objectives, topics, methods, materials list, and information sheets and handouts. Topics covered in the sessions include English pronunciation, sentence structure, verb tenses, American idioms, work vocabulary (such as commands for giving instructions), role plays, and critical language skills. (YLB)

ED 388 790 CE 070 174

Burt, Lorna
Interpreting Company Materials. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 185p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; *Business Communication; Competency Based Education; Curriculum Guides; *Grammar; *Idioms; Instructional Materials; Job Skills; Labor Force Development; Learning Activities; *Literacy Education; *Reading Comprehension; *Reading Skills; Reading Strategies; Student Evaluation
IDENTIFIERS- *Workplace Literacy

This workplace skills course on interpreting company materials is designed to help students interpret and make better use of the signs, notices, forms, memos, and instructions that they come across at work. Introductory material includes a course description, objectives, topical outline, evaluation, evaluation applicable in the workplace, and teacher tips. The

ED 388 809 CE 070 204

Project Connect General Guide. Consumer and Homemaking Education for Adults.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 41p.; For related guides, see CE 070 205-235.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Competency Based Education; Consumer Education; Educational Resources; *Family Work Relationship; Homemaking Skills; Learning Activities; Out of School Youth; *Parent Education; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Illinois

Project Connect was developed in Illinois to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations). Making these connections enables individuals to learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. The project developed and field tested 15 competency-based learning guides that focus on these three types of life responsibilities. This general guide explains the goals of Project Connect and the rationale for the guides and provides information on the following: (1) using facilitators; (2) types of participants that can be served and the settings where they can be found; (3) an overview of the learning guides and an explanation of the parts of each guide; (4) facilitator tips for using the guides; (5) instructional planning, including a flowchart that identifies each competency and learner outcome in a packet and a matrix of topics used in the learning guides; (6) characteristics of the learner population with teaching suggestions; (7) strategies and implications for facilitators; (8) a selected bibliography listing 19 references; and (9) the vision statement, mission statement, and Illinois goals for world-class education for the 21st century (repeated in each learning guide). (KC)

ED 388 810 CE 070 205

Strengthening Parenting Skills: Infants, Toddlers, and Preschool. Learning Guide 1. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 41p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Child Development; Child Health; Childhood Needs; Child Rearing; Competency Based Education; Developmental Stages; Developmental Tasks; Educational Resources; Family Environment; Homemaking Skills; Learning Activities; Out of School Youth; Parent Child Relationship; Parent Education; *Parenting Skills; Parent Role; *Preschool Children; State Curriculum Guides; Teaching Guides; Toddlers
IDENTIFIERS- Illinois

DOCUMENT RESUME

ED 388 826 CE 070 221

Strengthening Parenting Skills: Infants, Toddlers, and Preschool. Secondary Learning Guide 1. Project Connect. Linking Self-Family-Work.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- 94

NOTE- 53p.; For related guides, see CE 070 204-235.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Child Rearing; Competency Based Education; Consumer Education; Cultural Differences; Economically Disadvantaged; Family Work Relationship; *Home Economics; Homemaking Skills; Infant Care; Infants; Instructional Materials; Learning Activities; Parent Child Relationship; *Parenthood Education; *Parenting Skills, *Parent Responsibility; *Parent Role; Preschool Children; Secondary Education; State Curriculum Guides; Teaching Guides; Toddlers

IDENTIFIERS- Illinois

This competency-based secondary learning guide on strengthening parenting skills is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes these sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. Three competencies are addressed: explain the nurturing roles and responsibilities of parents; determine expectations in the physical, mental/intellectual, emotional, and social development of infants, toddlers, and preschoolers; describe ways to foster an infant's, toddler's, and preschooler's social, emotional, motor/physical, mental/intellectual, and language development; and identify procedures and precautions in providing a safe, healthful, comfortable environment for infants, toddlers, and preschoolers. Thirteen supplements contain information and activity sheets on the following: parenting attitudes, developmental expectations, what you can do for your child, safety hazards, and immunization. A bibliography contains 29 items. (YLB)

ED 388 827 CE 070 222

Strengthening Parenting Skills: School Age. Secondary Learning Guide 2. Project Connect. Linking Self-Family-Work.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- 94

NOTE- 59p.; For related guides, see CE 070 204-235.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

ED 388 843 CE 070 239

Saunders, Bob
Job Analysis and the Preparation of Job Descriptions. Mendip
Papers MP 037.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Foreign Countries; *Guidelines; Interviews; *Job Analysis; *Job Skills; *Occupational Information; Questioning Techniques

This document provides guidelines for conducting job analyses and writing job descriptions. It covers the following topics: the rationale for job descriptions, the terminology of job descriptions, who should write job descriptions, getting the information to write job descriptions, preparing for staff interviews, conducting interviews, writing the job descriptions, supplementary information for various uses of job descriptions, checking job descriptions, and keeping job descriptions up to date. The guide includes four appendixes: (1) active verbs for use in job descriptions; (2) sample person specification sheet for job descriptions; (3) interviewer's checklist for job analysis; and (4) a model job description. (KC)

ED 388 844 CE 070 240

Pardey, D.
Post-16 Participation: The Success Story. Mendip Papers MP 043.
PUB DATE- 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Economics; *Educational Policy; *Employment Level; *Enrollment Rate; Foreign Countries; Participation; Postsecondary Education; Public Policy; *Technical Institutes; Young Adults
IDENTIFIERS- *United Kingdom

An analysis was done regarding the perceived low numbers of British students who stay on in school past age 16. This three-part paper summarizes that study. Part 1, "Post-Compulsory Education Analysing the Market," presents a summary of the problem of low participation in post-16 schooling, based on a survey of literature and interviews with technical college managers and officers. It includes information about the economic significance of continuing education and training and the emerging consensus that both are vital to the economic well-being of the United Kingdom. In Part 2, "Post-compulsory-education: identifying the trends," the paper offers an alternative analysis of much of the data. It suggests that the quantitative gap between the United Kingdom and its major economic competitors is narrowing at such a rate that means this part of the argument for further education is becoming irrelevant. The number of young people continuing in education and training, within the public sector, is fast approaching the rates common elsewhere. This section also brings up the question of the quality of the training. Part 3, "The Challenge

DOCUMENT RESUME

ED 388 862 CE 070 280

Crites, Beverly J.; McKenna, Gail Kaylor
Positive Outcomes of Group Learning in the ABLE Classroom. Research to Practice.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Sep 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Students; Educational Research; *Group Instruction; Interpersonal Relationship; *Literacy Education; *Outcomes of Education

In the fall of 1993, a study was begun on how adult basic and literacy education (ABLE) students reacted to working in groups. The research was conducted through a joint vocational school's ABLE program using three target groups at two of its ABLE centers. The groups met two times per week and were facilitated by three different teachers. More than 40 students participated in the groups. One teacher observed a group session in progress, taking notes on one certain focus for the day. The teacher who did the teaching wrote a self-reflection about the observed lesson. Findings indicated that ABLE students truly enjoyed working in groups. Field notes revealed five principal indicators of enjoyment: participation, human bonding, positive increase in individual behavior, motivation, and physical signs of enjoyment. In 18 of 25 sessions there was 100 percent participation. The openness with which participants shared their private lives indicated a feeling of comfort and security within the confines of the group setting. As the sessions continued and the students familiarized themselves with one another, members' self-esteem increased. As self-confidence grew, so did student motivation. Perhaps the most significant motivating factor was the manner in which a group of strangers became a cohesive, critical-thinking, problem-solving entity. (YLB)

ED 388 863 CE 070 281

Agriculture Products Processing. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 84p.; For other related profiles, see CE 070 282-294.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; Agricultural Education; *Agricultural Production; Behavioral Objectives; Career Development; *Competence; Competency Based Education; *Crop Processing Occupations; Employment Potential; Entry Workers; Job Skills; *Meat Packing Industry; *Occupational Information; Off Farm Agricultural Occupations; Postsecondary Education; Secondary Education; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives

DOCUMENT RESUME

ED 388 879 CE 070 302

Prickette, Karen
Designated Vocational Instruction: A Cooperative Process for Change. A Resource and Planning Guide. Second Edition. Bulletin No. 95352.
PUB DATE- 95
NOTE- 296p.; For the first edition, see ED 358 371.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); Classroom Techniques; *Competency Based Education; Cooperative Planning; Curriculum Development; *Disabilities; Educational Legislation; Educational Resources; Educational Strategies; Education Work Relationship; Evaluation Methods; Family Involvement; Federal Legislation; Individualized Education Programs; Inservice Teacher Education; Interdisciplinary Approach; *Mainstreaming; Needs Assessment; Program Administration; Questionnaires; Records (Forms); Resource Materials; Secondary Education; *Statewide Planning; Student Evaluation; Student Needs; Team Teaching; Transitional Programs; *Vocational Education; Vocational Evaluation
IDENTIFIERS- *Designated Vocational Instruction; *Wisconsin

This resource and planning guide is designed to help Wisconsin school districts, community agency personnel, and education practitioners implement the designated vocational instruction (DVI) approach and thereby accelerate and enhance the ability of disabled students to meet specific instructional competencies and educational outcomes. The following topics are discussed in nine chapters: objectives and components of the DVI approach and the need for structured support services; strategies for gaining administrative support (DVI instructor and administrator roles); curriculum-based vocational assessment (collecting/using assessment data, implementing curriculum-based vocational assessment, developing a planning framework); development of instructional strategies (competency-based curriculum, motivational techniques, instructional strategies); collaboration; collaborative transition programming (principles of transition, state and federal interrelated transition laws, incorporating transition services into Individualized Education Programs); inservice training strategies (inservice planning/mechanics, effective information processing, troubleshooting); family involvement (involving parents in their children's education, understanding families' feelings, effective parent-teacher relationships); and skills employers want (acknowledging the problem, defining the skills employers want, solving the skills gap problem). End-of-chapter reference lists contain a total of 197 references. Appended are the following: transition needs assessment and information transmittal forms; functional skills inventory; and transition follow-up and program evaluation surveys. (MN)

ED 388 880 CE 070 305

Grattan, Mary; Trevvett, Suzanne
Writing Competency-Based Frameworks. A Workbook for Teachers.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- 95
NOTE- 32p.

ED 388 900 CG 026 608

Conway, Robert, Ed.; Izard, John, Ed.
Student Behaviour Outcomes: Choosing Appropriate Paths. Selected Papers from the National Conference on Behaviour Management and Behaviour Change of Children and Youth with Emotional and/or Behaviour Problems (7th, Newcastle, New South Wales, Australia, 1995).
PUB DATE- 95
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Behavior; Delinquency; Elementary Secondary Education; Emotional Problems; Foreign Countries; Foreign Students; Intervention; *Outcomes of Treatment; *Student Behavior
IDENTIFIERS- *Australia

Twelve papers produced at an annual convention were selected for inclusion in this work on behavior management and behavior change in Australian children and youth with emotional and/or behavior problems. The papers are: (1) Developing Personal Strengths, Choosing More Effective Behaviours: Control Theory, Reality Therapy and Quality Management (Judy Hatswell); (2) Conferencing: A Restorative Approach to Interventions for Serious Incidents of Harm in the School Setting (Terry O'Connell and Margaret Thorsborne); (3) Classroom Management/Discipline Models in Review and Action (Bob Cope); (4) The Wind of Change: Flatulence or a Breath of Fresh Air? (Ray Handley); (5) Seamless Support: Integrating Support to Schools (Bryan Humphrey); (6) A Bad Reputation Gets the Boot: A Bad Reputation Throws Down the Gauntlet (John Morrison and Loretta Inverardi); (7) Students with Conduct Disorder (Gail Holt); (8) Student Behaviour Management: Addressing the Issues for Teachers of Languages Other than English (LOTE) (Marlene Kingdon); (9) Framing Our Work with Young People (Bruce Muirhead); (10) The Gossen Restitution Model: Making Things Right, Or How Can We Fix Things? (Margaret Pearson, Louise Pattimore, and Anne Matthews); (11) Kid Konciliation (Gabrielle Elich); and (12) Children and Youth with Emotional and Behaviour Problems: ANSUA's Approach (Jean Rigby and Maureen Hawke). (RB)

ED 388 901 CG 026 612

Health Care Reform: School-Based Health Centers Can Promote Access to Care. Report to the Chairman, Committee on Government Operations, House of Representatives.
PUB DATE- May 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Case Studies; *Child Health; Elementary Secondary Education; Health Care Costs; Health Facilities; Medical Services; Mental Health; *Public Health Legislation; *School Health Services; *School Nurses; School Personnel; Sick Child Care
IDENTIFIERS- *Health Care Reform; *School Based Health Clinics

This study examined one method of delivering care to underserved children: school-based health centers (SBHCs). These centers, located on school grounds, can provide preventative, medical and mental health services to children of that school. Results

ED 388 920 CG 026 674

Marquoit, James W.
Development and Implementation of a Training Program for Staff Working with Juvenile Sexual Offenders.
PUB DATE- 95
NOTE- 109p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Antisocial Behavior; *Delinquency; Delinquent Rehabilitation; Foster Care; Group Homes; Professional Continuing Education; *Professional Training; Residential Care; *Sexual Abuse; Sexuality; Violence; *Youth Problems
IDENTIFIERS- *Juvenile Sex Offenders

A staff needs assessment found an overwhelming number of staff (n=55) felt the need for additional training in working with juvenile sexual offenders in their care. This practicum was designed to assist them in meeting the needs of children with sexual victimization and/or sexual offense issues in an effective and appropriate manner. Training curricula were unavailable from the organization or a statewide organization of agencies working with juvenile sexual offenders. Focus was placed on treatment priorities put forth by the National Task Force on Juvenile Sexual Offending. The training involved staff working in community-based programs and in a self-contained residential program. Evaluation results indicate that the training did enhance understanding of staff in relation to working with juvenile sexual offenders, and just as importantly, increased their receptiveness to working with this population. The training was seen as valuable by staff, and the training maintained a positive sustained effect over a 2-month implementation period. Appendices, accounting for approximately half of the document, include: staff needs assessment; night log; sex offender treatment survey; presentation outline; videotape authorizations; follow-up surveys; follow-up surveys by location. Also contains 27 references. (JBJ)

ED 388 921 CG 026 678

Abood, Faye
Reducing the Incidences of Violence on or by Middle School Students through Development and Implementation of a Prosocial Skills/Conflict Management Program.
PUB DATE- 95
NOTE- 120p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aggression; *Behavior Modification; *Conflict Resolution; Counseling; Delinquency; Grade 6; Grade 7; Grade 8; Intermediate Grades; *Interpersonal Communication; Interpersonal Competence; Junior High Schools; Middle Schools; Parent Participation; Problem Solving; *Prosocial Behavior; Self Esteem; Social Behavior; Social Development; Urban Education; *Violence
IDENTIFIERS- *Conflict Management; *Middle School Students

This practicum was designed to address the problem of middle school students reacting to and handling conflict situations with violent behavior in an urban environment. These responses affected the well-being and safety of all middle school

ED 388 941 CS 012 285

Mackey, Margaret
How Readers Process Complex Literary Texts.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Discussion; Foreign Countries; Grade 8; Grade 11; Reader Response; *Reader Text Relationship; Reading Habits; *Reading Processes; Reading Research; *Reading Strategies; Secondary Education
IDENTIFIERS- *Reading Behavior; *Text Processing (Reading)

Reading is invisible. Any report of another's reading (beyond the level of word recognition) must rely on some kind of reproduction of the actual experience; there is no way to tap into the experience itself. After completing a pilot study, a small number of adolescents--5 eighth graders and 5 eleventh graders read the first four chapters of Gillian Cross' "Wolf" and later took the book home to finish reading it. Then, meeting again with the researcher, they worked through these chapters a second time, and finally, they discussed the book as a whole. Results focused on how readers decide if their interpretations of the text are "good enough," a value growing out of a student's own individual balance between momentum and accountability, or in other words, between their need for pace and their need to understand. Some readers have a bias towards momentum and go with the flow of the text, while others have a bias towards accountability and are more careful to understand every detail before going on. A detailed accounting shows how three students in particular wrestled with the problem of "good enough." And one specific issue arose in discussion with the readers--the question of re-reading. Conclusions focus on the triangular tension between the reader's personal experience of the text, the text itself, and the experience others have in reading a text. (Contains 10 references.) (TB)

ED 388 942 CS 012 290

Lundberg, Ingvar; Rosen, Monica
Two-Level Structural Modeling of Reading Achievement as a Basis for Evaluating Teaching Effects.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Comparative Education; *Educational Environment; Factor Analysis; Family Environment; Foreign Countries; Intermediate Grades; Models; *Reading Achievement; Reading Comprehension; Reading Research; *Teacher Effectiveness
IDENTIFIERS- International Assn Evaluation Educ Achievement; LISREL Analysis

A study examined issues related to between- and within-class

ED 388 961 CS 012 315

Roos, Marie; And Others
The Influence of Early Field Experiences on the Attitudes of Preservice Teachers.
PUB DATE- 3 Nov 95
NOTE- 16p.; Paper presented at the Annual Meeting of the College Reading Association (39th, Clearwater Beach, FL, November 3-6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Elementary Education; *Field Experience Programs; Higher Education; *Preservice Teacher Education; *Student Attitudes; *Teacher Attitudes; Teaching (Occupation)
IDENTIFIERS- Jackson Municipal Separate School District MS; *Preservice Teachers; Teaching Research

A study investigated the effects of early field experience on the attitudes of elementary preservice teachers toward teaching. The 32 participants, education majors enrolled in an interdisciplinary movement and the arts class, were assigned to early field experience in elementary school classrooms in Jackson, Mississippi public schools 2 mornings a week for 12 weeks. Pretest and posttest data were collected by means of an instrument employing a semantic differential scale measuring attitudes toward teaching. Results offer support for the inference that these preservice elementary teachers had positive attitudes toward teaching prior to early field experience and had even more positive attitudes toward teaching after their early field experiences. (Contains 13 references and 2 tables of data.) (RS)

ED 388 962 CS 012 361

Campbell, Jay R.; and Others
NAEP 1994 Reading Report Card for the Nation and the States: Findings from the National Assessment of Educational Progress and Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 193p.; For tables of cross-state information for the variables discussed here, see CS 012 362. For specific details on the samples and analysis processes used here, see "Technical Report of the NAEP 1994 Trial State Assessment Program in Reading."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Grade 4; *Grade 8; *Grade 12; *National Competency Tests; *Reading Achievement; Reading Research; Regional Characteristics; Sex Differences; *Student Evaluation; Test Results
IDENTIFIERS- *National Assessment of Educational Progress

This report describes students' reading achievements at grades 4, 8, and 12 and within various subgroups of the general population. State-level results are presented for individual states that chose to participate in the 1994 Trial State Assessment. Chapter 1 presents an overview of the 1994 NAEP

ED 388 979 CS 215 115

Zarnowski, Myra
Connecting the Past and Present: Reading History.
PUB DATE- Nov 95
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, Novermber 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childrens Writing; *Content Area Writing; *Critical Thinking; Elementary Education; Elementary School Students; *History Instruction; *Interpretive Skills; Thematic Approach; *United States History; World War II
IDENTIFIERS- Book Production; Content Area Teaching; *Japanese Relocation Camps; Writing Thinking Relationship

Educational theorists repeatedly call for more hands-on, authentic, interpretative instruction in social studies. They characterize such instruction as "helping students understand the knowledge construction process" or teaching students "to construct their own historical narratives." While there have been some exceptions, most theorists have called for this type of instruction on the high school level, yet the written work produced by elementary students suggests strongly that much younger students are capable of grasping the complexity of historical selection and explanation. Working with an experienced elementary school teacher, a researcher planned a history unit that was both informative and somewhat emotional, i.e., capable of engaging sixth-graders on a personal level. The core book selected was Jerry Stanley's "I Am an American: A True Story of Japanese Internment." Besides this book, the children read other material, both primary and secondary, which was discussed and responded to in poetry, art, and writing. Children were then asked to write and illustrate their own two-part books: part 1 explained what happened and part 2 explained why a study of the camps is significant. Excerpts from students' books demonstrate an ability among elementary students to come to grips with history in an intelligent, active, responsive way. They respond rather than recite, create rather than copy. (Contains 12 references.) (TB)

ED 388 980 CS 215 118

Bryson, Bill
Made in America: An Informal History of the English Language in the United States.
PUB DATE- 94
NOTE- 430p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Idioms; Language Patterns; *Language Usage; Language Variation; Mass Media Effects; *North American English; Popular Culture; Speech Habits; United States History
IDENTIFIERS- Historical Background; Politically Correct Communication; *United States; *Words

Claiming that understanding the social context in which words are formed is necessary to appreciate the richness and vitality of language, this book presents an informal, discursive

ED 388 999 CS 215 150

Bright, Robin
Writing Instruction in the Intermediate Grades: What is Said, What is Done, What is Understood.
PUB DATE- 95
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Childrens Writing; Instructional Effectiveness; *Intermediate Grades; Language Role; Teacher Effectiveness; Teacher Student Relationship; Teaching Methods; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Strategies
IDENTIFIERS- Dialogic Communication

This book provides insight into the interrelationship among students' writing, their thinking about their writing processes, and the language of instruction. It offers information on both common and diverse patterns of understanding among children experiencing the same instructional program and explores the influence of instructional language on teaching and learning writing in the intermediate grades (K-6). Following an introduction, the chapters are: (1) Learning To Write in Today's Classrooms; (2) What is Said: The Teachers' Language; (3) What is Done: The Students' Writing; (4) What is Understood: The Students' Perceptions; and (5) Thoughts on How to Teach Writing. An appendix contains tools for data collection. An extensive resource list for further reading is also provided as well as subject index and an author index. (CR)

ED 389 000 CS 215 151

Craig, David; And Others
Facing the Future: Attitudes of Journalism Educators and Students about New Media Technology.
PUB DATE- Aug 95
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Table 1 contains very small type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Futures (of Society); Higher Education; Journalism; *Media Adaptation; Media Research; Q Methodology; *Student Attitudes; *Teacher Attitudes; *Technological Advancement
IDENTIFIERS- Diffusion of Innovations Research; *Media Adoption; *Professional Concerns

A study used Q-methodology to examine attitudes of 42 journalism students and educators at a midwestern university toward new media technology. Subjects read a sample of opinion statements and placed them along an 11-point scale. Four factors were identified: "Champions of Change"; "Pessimistic Prophets"; "Laid-Back Liberals"; and Skeptical Optimists." Results indicated that Champions of Change were eager, seeing technology primarily as a tool empowering users. Other factors expressed profound concerns about issues ranging from manipulation potential to an increasing knowledge gap among

DOCUMENT RESUME

ED 389 020 CS 509 078

Schwartzman, Roy
Implementers and Investigators: Conditions for Rhetoric of Inquiry To Emerge.
PUB DATE- Nov 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Intellectual History; Nazism; Politics; *Rhetorical Criticism; *Rhetorical Theory; Sciences; Theory Practice Relationship
IDENTIFIERS- Knowledge about Science and Scientists; *Political Rhetoric; *Rhetoric of Inquiry

Noting that discussions about the interaction of science and politics are often heard, this paper addresses how these discursive arenas are defined and distinguished. It argues that political and scientific discourse may be distinguished by the roles they assume on the rhetorical stage, and the relevant roles which emerge are implementers and investigators. The paper first defines and elaborates on these roles, then states that rhetoric of inquiry first emerges when discourse is appropriated by different audiences or is placed in a different genre--for example, the appropriation by different audiences might occur when a debate within a scientific community becomes a topic for discussion beyond the context of academic journals or laboratory experiments. The paper states that another situation that calls attention to rhetoric of inquiry involves the shift and possible conflict among different standards for testing and certifying truth claims--the idea of reality held by a community may be understood by examining how it establishes and tests what it considers true. The paper cites three conditions for conflict between implementers and investigators: perceived antitheses between political and intellectual endeavors; epistemological division between pure and applied knowledge; and the separation of power from knowledge. The major part of the paper examines the philosophical basis of these conditions in relation to scenarios in which they become actualized, citing scientific method in intellectual history and focusing on Nazi political discourse regarding racial science. Based on the ideas of Habermas and Foucault, the paper concludes that investigation and implementation interact dynamically. (Includes 60 notes.) (NKA)

ED 389 021 CS 509 079

Barthel-Hackman, Tam
Expert I-Witness Accounts of Childhood Sexual Abuse: The Abused as Expert.
PUB DATE- Nov 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 389 039 EA 026 866

Sorensen, Chris; Sweeney, Jan
Iowa Distance Education Alliance. Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 94
NOTE- 457p.; For an abbreviated version of this report, see EA 027 163.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College School Cooperation; *Computer Mediated Communication; *Distance Education; *Educational Technology; Elementary Secondary Education; *Information Technology; Information Transfer; Instructional Innovation; Mass Instruction; Online Systems; *Partnerships in Education; Professional Development; Technological Advancement
IDENTIFIERS- *Fiber Optics; *Iowa

This document describes the accomplishments of the Iowa Distance Education Alliance (IDEA). The Iowa Distance Education Alliance (IDEA) is a partnership involving educational institutions across Iowa that received funding from the federal Star Schools Program to demonstrate the use of the Iowa Communication Network's (ICN) fiber optic technology for K-12 instruction. Iowa Public Television (IPTV), the Iowa Department of Education, the state's 3 public universities, 15 community colleges, 15 area education agencies (AEAs), and many local school districts participated in the project over a 2-year period. The project focused on accomplishing six major goals: (1) coordinating the use of the ICN; (2) informing Iowans about the ICN; (3) preparing teachers to use the ICN; (4) connecting schools to the ICN; (5) improving instruction in five content areas through use of the ICN; and (6) documenting the effectiveness of the ICN. The first part of the report summarizes activities and evaluation findings related to the regional partnerships, Iowa's community colleges and AEAs working in collaboration with local school districts in each of the state's 15 regions. The second part summarizes the activities and evaluation findings related to the Teacher Education Alliance, which consists of the three state universities. Part 3 summarizes the activities and evaluation results related to the Communication and Resources Clearinghouse, which promotes communication between and among the Iowa Distance Education Alliance partners. The fourth section summarizes the 2-year accomplishments of the IDEA by the six project goals. The final section presents conclusions and recommendations resulting from the evaluation activities. Appendices contain a summary of regional coordinator reports, copies of the surveys used to collect data, and a list of research projects funded through Iowa's Star Schools Project. (LMI)

ED 389 040 EA 027 072

Jensen, Steffen
Secondary Education in Denmark. Guide to Secondary Education in Europe Series.
PUB DATE- 95
NOTE- 65p.; For a similar report on Bulgaria, see EA 027 074.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 389 059 EA 027 162

David, Jane L.
School-Based Decision Making: Linking Decisions to Learning. Third-Year Report to the Prichard Committee.
SPONS. AGENCY- Prichard Committee for Academic Excellence, Lexington, KY.
PUB DATE- Aug 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advisory Committees; Elementary Secondary Education; Governance; Instructional Innovation; *Participative Decision Making; *Policy Formation; *School Based Management; State Legislation
IDENTIFIERS- *Kentucky Education Reform Act 1990

Under the Kentucky Education Reform Act (KERA), School-Based Decision Making (SBDM) is the provision that creates school councils and delegates to them the authority to make important educational decisions to improve student performance. This paper describes findings from the third year of a 5-year study of SBDM that focused on early examples of connections between council decision making and changes in curriculum and instruction. Data were derived from interviews in 13 schools in 9 Kentucky districts as well as several statewide data sources. Findings indicate that more schools are establishing councils, although the rate of increase has slowed, and that councils are tackling more complex issues. Most council decisions continue to have a nonacademic focus. Parent involvement in councils was limited and instructional changes were visible. Features of councils that are effectively involved in decisions about curriculum and instruction are identified. However, councils will continue to face the following challenges: understanding new expectations, blending traditional with new approaches, and debating differences constructively. For councils to continue to evolve, they need strong site leadership, instructional guidance, opportunities and time to learn, and survival skills for making the transition. One table and a map of regional service centers are included. (LMI)

ED 389 060 EA 027 163

Sorenson, Chris; And Others
Iowa Distance Education Alliance. Final Evaluation Report. Abbreviated Version.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 37p.; For full report, see EA 026 866.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Computer Mediated Communication; *Distance Education; *Educational Technology; Elementary Secondary Education; Information Systems; Inservice Teacher Education; *Online Systems; Program Implementation; Telecommunications
IDENTIFIERS- *Iowa

This report describes 2-year outcomes of the Iowa Distance

ED 389 079 EA 027 189

Webster, William J.; And Others
Alternative Methodologies for Identifying Effective Schools.
PUB DATE- Apr 95
NOTE- 133p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Effective Schools Research; Elementary Secondary Education; Multiple Regression Analysis; Predictive Measurement; *Regression (Statistics); Research Methodology; *School Effectiveness
IDENTIFIERS- *Dallas Independent School District TX

If an effective school is defined as a school that causes student improvement on a number of important educational outcomes, the problem of identifying effective schools becomes one of establishing legitimate predictions of student performance and comparing those predictions to actual student or school outcomes. In attempting to identify effective schools, it is essential that methodologies be applied that are value-added and that account for student-entry characteristics as well as student growth on the outcomes of interest. This paper examines the similarities and differences between the student-based regression-based model used by the Dallas Independent School District (DISD), Texas, for the past 3 years and a number of models using two-level hierarchical linear modeling. Specifically, the study sought to determine the differences in results produced by a regression model using first- and second-order interactions and a two-level hierarchical linear model (HLM). The results suggest that student-based models that account for first- and second-order interactions among variables and two-level hierarchical linear models produce very similar school ranks. Ranking schools purely on the basis of absolute test scores is clearly biased against schools with large populations of poor students, minority students, and black students. It is recommended that two-level HLMs be used to rank schools in combination with a first regression and prediction stage that accounts for the variance associated with student-level background variables. It is important that both student-level and school-level contextual information be included in models for identifying effective schools. (Contains 21 references and 14 tables.) (LMI)

ED 389 080 EA 027 191

Ouston, Janet; And Others
School Improvement through School Inspection?
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Audits (Verification); *Educational Assessment; Educational Improvement; *Educational Planning;

ED 389 099 EA 027 445

The National Education Goals Report, 1995. Volume Two: State Data.
PUB DATE- 95
NOTE- 264p.; For other volumes in the 1995 report, see EA 027 443-446. For the 1994 report, see ED 383 819.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Adult Literacy; Alcohol Abuse; Drug Abuse; *Educational Objectives; Elementary Secondary Education; Graduation; Mathematics Achievement; Parent Participation; Professional Development; School Readiness; *School Safety; Science Education; *State Norms
IDENTIFIERS- *National Education Goals 1990

This document, one of four volumes comprising the 1995 Goals Report, is the fifth in a series of annual reports. This document provides in-depth information on the progress toward the National Education Goals that each state, the District of Columbia, American Samoa, Guam, the Northern Marianas, Puerto Rico, and the Virgin Islands has made against its own baseline. A 4-page profile, including graphs and tables, for each state lists each of the goals and information concerning the status of each state's progress toward reaching the goals. Direct measures of the goals and objectives are given in all areas, sidebar graphs pertain to such areas as child health and nutrition; high school completion and dropouts; and other measures of academic achievement, including advanced placement programs, adult literacy, educational environment, and school safety. Two appendixes contain technical notes and acknowledgements. The 1995 National Education Goals Report Questionnaire is also included. (LMI)

ED 389 100 EA 027 446

The National Education Goals Report, 1995. Executive Summary. Improving Education through Family-School-Community Partnerships.
PUB DATE- 95
NOTE- 24p.; For other volumes in the 1995 report, see EA 027 444-446. For the 1994 report, see ED 380 054.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adult Literacy; Educational Improvement; *Educational Objectives; Elementary Secondary Education; High School Graduates; Mathematics Achievement; Parent Participation; *Partnerships in Education; Professional Development; School Readiness; School Safety; Science Education
IDENTIFIERS- *National Education Goals 1990

This booklet, one of a set of four documents comprising the 1995 Goal Report, contains the executive summary for the fifth in a series of annual reports to measure progress toward the National Education Goals. The first part summarizes the nation's progress toward each of the goals. It provides baseline measures of progress, the most recent measures of performance, and indicators of overall progress. The data show that on the whole, progress has been modest. Although some encouraging progress has been made, ground has been lost in many areas. The efforts of educators, families, community members, and businesses are required to reach the goal of

ED 389 119 EC 304 405

A Study of Selected State Policies on Upper Age Mandates and Alternatives to a Regular Diploma.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 60p.; Prepared by Project FORUM. Four pages have some text lined through: p17,25,37,57.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Age; Chronological Age; Compliance (Legal); *Disabilities; Educational Attainment; Educational Certificates; *Educational Policy; *Eligibility; Graduation; Graduation Requirements; Individualized Education Programs; School Districts; School Responsibility; Secondary Education; *State Standards; *Student Certification
IDENTIFIERS- *Aging Out Process

This study investigated the upper age educational mandates of 15 states and the policies regarding alternative awards to the regular diploma in 19 states. The study was based on analysis of state policy documents, a 1990 state survey of exiting procedures, and telephone conversations with state education agency officials. The first section addresses the upper age mandates established by the states of Alabama, California, Georgia, Illinois, Iowa, Kansas, Louisiana, Nebraska, New Mexico, New York, North Carolina, Ohio, Oklahoma, Texas, and Virginia. Three questions were addressed: (1) the upper age limit for service eligibility in the selected states and whether students are allowed to complete the school year during which they reach this age; (2) conditions placed on serving students over the age of 18; and (3) state provisions allowing local education agencies to determine whether students above the age of 18 will be served. The second section presents information on how state policies define "program completion," as well as what types of awards are given to recognize program completion or graduation. The paper concludes that the most common forms of alternative award were certificates of completion or completion of the Individualized Education Program. States were found to vary widely in their interpretation of "certificate of completion." An appendix, which comprises most of the document, provides excerpts from state policies on this issue. Information is provided for Alabama, California, Georgia, Iowa, Kansas, Louisiana, Mississippi, Nebraska, New York, Oklahoma, Texas, and Virginia. (DB)

ED 389 120 EC 304 406

Gonzalez, Patricia
States' Use of Discretionary Funds under Part B of the Individuals with Disabilities Education Act: A Case Study of Two States.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 93
NOTE- 38p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Disabilities; Educational Finance; Educational Legislation; Elementary Secondary Education;

ED 389 139   EC 304 426

Spear-Swerling, Louise; Sternberg, Robert J.
Educational Implications of an Interactive Model of Reading Disability.
PUB DATE- Apr 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; *Cognitive Processes; *Developmental Stages; *Disability Identification; Elementary Secondary Education; Environmental Influences; Interaction; Models; Phonetics; Reading Ability; *Reading Difficulties; Reading Instruction; Word Recognition

This paper presents a cognitive model of reading disability that looks at how the disability develops across the age and grade span and how it relates to the process of reading acquisition in normal-achieving readers. The model uses the metaphor of a "road map," which identifies the normal road to proficient reading through six phases: visual-cue word recognition, phonetic-cue word recognition, controlled word recognition, automatic word recognition, strategic reading, and proficient reading. Reading disability is conceptualized as involving departures from the normal path in one or more of the first four phases, leading to four possible patterns of reading disability (nonalphabetic, compensatory, nonautomatic, and delayed), which may or may not involve the same underlying causal deficit. The model also emphasizes that reading disability always involves interaction between the child's intrinsic cognitive characteristics and environmental influences. Features which distinguish this model from others include its relatively broad scope, its developmental nature, and its interactive view. Educational implications include recognition that the many cognitive deficits seen in reading disability change developmentally; that the measures most useful in identifying the disability vary with its pattern; that all children benefit from a combination of code-oriented and meaning-oriented approaches to reading instruction; that early identification of reading disability is important because of the cognitive and motivational consequences of longstanding reading failure; and that there is little scientific support for the practice of identifying poor readers based upon IQ-achievement discrepancies. (Contains 16 references.) (DB)

ED 389 140   EC 304 427

Hamilton, Ruth Walker; And Others
Prevention, Teaching & Responding: A Planning Team Process for Supporting Students with Emotional and Behavioral Difficulties in Regular Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 182p.; For a related document, see EC 303 656.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 389 157 EC 304 444

Miller, David; And Others
Retention and Attrition in Special Education: Analysis of Variables That Predict Staying, Transferring, or Leaving.
PUB DATE- 26 May 95
NOTE- 10p.; In: National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention and Attrition (Washington, DC, May 25-26, 1995); see EC 304 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Disabilities; Educational Environment; Elementary Secondary Education; *Faculty Mobility; Influences; Job Satisfaction; *Predictor Variables; Quality of Working Life; *Special Education Teachers; Stress Variables; Teacher Attitudes; Teacher Certification; *Teacher Persistence; *Teacher Transfer; Teaching (Occupation)
IDENTIFIERS- Florida

This study attempted to determine the personal and workplace variables which predict a special educator's decision to stay, transfer, or leave the classroom. A stratified random sample of 1,576 special education teachers in Florida was surveyed, resulting in 1,152 usable responses. Two models were estimated with forward stepwise logistic regression methods: the first to differentiate leavers (those no longer teaching in special education) from stayers and transfers, the second to differentiate stayers (teaching in the same school) from transfers (still teaching in special education but in a different school). For the first model, both current certification status and stress were significant predictors of likelihood of leaving special education. An inappropriately certified teacher with high stress had the highest probability of leaving (.43) while an appropriately certified teacher with little stress had the lowest probability of leaving (.11). For the second model, both climate and age were significant predictors of staying or transfer status. The probability of transferring increased with decreases in age or climate. Results raise questions concerning the practice of placing uncertified teachers in special education classrooms, particularly classroom situations where teachers are likely to experience high levels of stress. Attached tables list the independent variables used in the analyses, examples of questions and coding, and probabilities of leaving special education (by certification status and stress levels) or of transferring to another school (by age and climate). (DB)

ED 389 158 EC 304 445

Boe, Erling E.; And Others
Retention, Transfer, and Attrition of Special and General Education Teachers in National Perspective.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 26 May 95
NOTE- 23p.; In: National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention and Attrition (Washington, DC, May 25-26, 1995); see EC 304 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 389 177 FL 023 358

Special Issues Analysis Center (SIAC). Annual Report: Year Three. Volume I: An Overview (Final). (Task Six.)
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 64p.; The SIAC annual report for year 3 consists of seven volumes, see FL 023 358-364.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Data Analysis; *Database Design; Database Management Systems; *English (Second Language); *Federal Programs; *Limited English Speaking; Minority Groups; Policy Formation; Public Agencies; Public Policy; Research Projects; *Technical Assistance
IDENTIFIERS- Hawkins Stafford Act 1988; *Special Issues Analysis Center

Activities of the Special Issues Analysis Center (SIAC), a technical support center providing assistance to the Department of Education in serving the needs of limited-English-proficient (LEP) students through the Bilingual Education Act of 1988, are summarized. In the third year of its contract, SIAC performed these services: creation of a database on funded and non-funded applications for Title VII program aid; development of a historical database describing all Title VII grants for local education, training, and state education agency programs; design of an Office of Bilingual Education and Minority Languages Affairs (OBEMLA) database management system; review of existing evaluation reports; a database and report outlining findings from a 1993-94 Bilingual Education State Education Agency survey; completion of tasks from the previous year; and completion of a focus group on uses of communication technology, a paper on state performance standards and assessments and their relation to LEP students, and graphic displays illustrating LEP populations in federal regions. Specifics of these activities are described in additional volumes. (MSE)

ED 389 178 FL 023 359

Special Issues Analysis Center (SIAC). Annual Report: Year Three. Volume II: Short Turnaround Reports. (Task Six.)
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 10 Nov 94
NOTE- 717p.; The SIAC annual report for year 3 consists of seven volumes, see FL 023 358-364.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; Contracts; Developmental Programs; *English (Second Language); *Federal Programs; *Limited English Speaking; Minority Groups; National Surveys; Secondary Education; Transitional Programs

The report provides listings of FY91-FY93 Title VII projects serving students in grades 9-12. Projects are listed by fiscal year, program type, and state or territory. The listing includes projects in Part A programs that serve students directly: transitional bilingual education; developmental

ED 389 198 FL 023 405

Caldwell, Natalie R.; Downs, Mary Ann
The Gold Rush--A Fully Integrated Instructional Unit.
PUB DATE- 22 May 95
NOTE- 29p.; For related instructional units, see FL 023 406-410.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Involvement; Educational Objectives; *English (Second Language); *Grade 4; *History Instruction; Intermediate Grades; Lesson Plans; *Limited English Speaking; Parent Participation; Portfolio Assessment; *School Community Programs; Second Language Learning; Self Esteem; State Departments of Education; Student Evaluation; Units of Study; Vocabulary Development
IDENTIFIERS- Content Area Teaching

This instructional unit is aimed at Grade 4, limited-English-proficient (LEP) students in language arts, mathematics, social studies, science, music, art, physical education, and drama. It uses the California "Gold Rush" historical time period to teach students English language, concentrating on pre-production, early production, speech emergence, and intermediate fluency. The lesson plan includes a description of the theme and rationale of the unit, content outline, instructional objectives, and description of assessment. The unit is to be taught over 1 week, in 40-minute lessons, and includes a day-by-day lesson content, with vocabulary building lists. Homework assignments and parent/community involvement are suggested. Instructional components include English language development, primary language instructions, especially designed academic content in English, cross-cultural/self-esteem building, and parent/community involvement. (NAV)

ED 389 199 FL 023 406

Gastellum, David; And Others
A Historical Odyssey: Research of the Opposing Perspectives of the Battle of San Pasqual. A Specially Adapted Unit Plan for Secondary Educational Sheltered/Bilingual Programs. A Fully Integrated Instructional Unit.
PUB DATE- 23 May 95
NOTE- 278p.; For related instructional units, see FL 023 405-410. Photographs and illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Community Involvement; Elementary Education; English (Second Language); *History Instruction; Lesson Plans; *Limited English Speaking; Parent Participation; Poetry; *School Community Programs; Secondary Education; *Secondary School Curriculum; Second Language Learning; Self Esteem; State Departments of Education
IDENTIFIERS- *Sheltered English

This lesson plan uses a poem about a specific battle as the starting point for a secondary educational sheltered/bilingual program for limited-English-proficient (LEP) students in San Diego, California. The plan is to use primary and secondary documentation to view both sides of the battle that prompted the writing of the poem. Goals of the program include greater student self-esteem and greater understanding of a historical increases in the value of financial assets coupled with stagnation of the value of tangible assets has further increased the gap between the upper and middle classes. Poverty rates have remained high and unresponsive to economic expansion, and health care expenditures have continued to increase without any concomitant increase in health outcomes. Among developed countries, the United States is falling behind in productivity and wage growth. (Contains 303 taables/figures and 160 references.) (MN)

ED 388 753 CE 069 786

Walters, Shirley
Continuity and Change in Community Organisations. Trends in Greater Cape Town from 1989 to 1991. CORE Working Paper No. 1.
PUB DATE- 93
NOTE- 325p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Blacks; *Community Organizations; *Financial Support; Foreign Countries; *Government Role; *Organizational Development; Organizational Objectives; *Planning
IDENTIFIERS- South Africa (Cape Town)

This paper gives an overview of some trends and issues for community organizations in the greater Cape Town (South Africa) area from 1989-1991. Section 1 provides first a brief overview of the sociopolitical developments during those years as a background to the developments within community organizations. Then, it discusses key issues for community organizations: definitions and purposes of community organizations; relationships between community organizations and the South African state; funding and funders; and organizational strategies, including capacity building, networking, and coalition building. This section contains 55 references. Section 2 begins with a synopsis of the findings of a survey to capture the history of the formation and demise of community organizations and then presents organizations in different sectors. These are: civic organizations; community organizations; cultural organizations; education, research, resources, and information organizations; political organizations; and women's organizations. Tables provide this information: name; aims; main activities; and contact address of the organization. An index is provided at the end for quick reference to specific organizations. (YLB)

ED 388 754 CE 069 792

Mackenzie, Liz
Integrating Adult Education & Training: Possibilities & Constraints. Report of a Colloquium (Bellville, South Africa, October 21-22, 1994).
PUB DATE- Oct 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Change Strategies; Classroom Desegregation; Classroom Techniques; *Desegregation Methods; Desegregation Plans; Educational Change; Educational Policy; Financial Support; Foreign Countries; Industrial Training; *Integration Readiness; Lifelong Learning; *Meetings; Models;

working poor. Of those individuals living in poverty, 2.4 million worked year round at full-time jobs and 7.4 million lived in a household containing someone who was employed full time throughout the year. A U.S. Bureau of Labor Statistics report identified low earnings, involuntary part-time work, and unemployment as three key reasons for poverty. Another study established that the percentage of workers with low earnings rose from 12% of all year-round, full-time civilian workers aged 16 or over in 1979 to 16% in 1992. Among the identified causes of the rise were the following: steady erosion of wages in the United States, unemployment and underemployment, rise of low-wage service jobs and parallel decline in well-paying manufacturing jobs, restructuring of industry, and decline of pension and health insurance coverage. Although there is no panacea for poverty or the working poor, the following policy measures would make a big difference: strengthen labor laws, adopt national policies aimed at preserving high-wage manufacturing jobs, increase the minimum wage, retain existing employment and training and safety-net programs, retain a progressive tax policy, and fund education adequately. (MN)

ED 388 772 CE 070 143

West, Linda L.
Meeting the Challenge: A History of Adult Education in California from the Beginnings to the 1990s.
PUB DATE- 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Adult Education; Adult Literacy; Adult Vocational Education; Community Colleges; Competency Based Education; *Educational Change; Educational Legislation; Educational Needs; *Educational Objectives; *Educational Practices; Educational Strategies; *Educational Trends; English (Second Language); Federal Legislation; Financial Support; Futures (of Society); Government School Relationship; High Schools; Job Training; Leadership; Literacy Education; Program Development; Refugees; School Community Relationship; School Districts; Special Needs Students; State Federal Aid; State Legislation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California; General Educational Development Tests

This document traces the history of adult education (AE) in California from the 1850s through the present. Chapter 1 traces AE in California from the 1850s through the 1940s, and chapter 2 summarizes AE governance, finance, and programming in the 1950s. Chapter 3 focuses on the new federal role in AE and AE program growth in the 1960s, with special attention to the following: federal adult basic education initiatives, growth of vocational education, separation of community colleges, and AE funding and program characteristics. Changes in AE governance and finance in the 1970s are outlined in chapter 4. Discussed in chapters 5-6 are competency-based education's birth in the 1970s and institutionalization in the early 1980s. Chapters 7-8 examine the response of AE in California to social, economic, and political changes in the 1980s and California's AE strategy for the 1990s. Appendixes contain the following: lists of various AE administrators, consultants, and practitioners in California; list of federal AE projects; enrollment statistics; and timeline of significant events in AE in California. Lists of 101 works cited and 225 recommended references are included. (MN) course consists of 24 sessions, each of which has these components: objectives, topics, methods, evaluation, materials list, and information sheets and handouts. Topics covered in the sessions include the following: job terms; abbreviations, acronyms, and pictorial symbols; working with codes and numbers; subjects and verbs; singulars and plurals; sentence structure; paragraphs; interpreting forms; filling out forms; schedules; reading and interpreting instructions; writing instructions; strategies for dealing with unfamiliar vocabulary; spelling and pronunciation; reading for information; reading and interpreting maps and diagrams; and using maps and diagrams to instruct others. (YLB)

ED 388 791 CE 070 175

Pollak, Ave
Managing Stress on the Job. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 46p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Competency Based Education; Coping; Curriculum Guides; Instructional Materials; Job Skills; Labor Force Development; Learning Activities; *Literacy Education; *Self Management; *Stress Management; Stress Variables; Student Evaluation
IDENTIFIERS- *Workplace Literacy

This workplace skills course on managing stress on the job is designed to provide an opportunity to develop the skills needed to meet the stress and reduce the "overload." Introductory material includes a course description, objectives, and course topics. The course consists of 24 sessions, each of which has these components: teacher tips, objectives, topical outline, methods, evaluation, and information sheets and handouts. Topics covered in the sessions include the following: defining stress; learning physical symptoms; using appropriate management techniques; and adapting work situations to combat stress. (YLB)

ED 388 792 CE 070 176

Meier, Jean
Math for Quality Control. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 30p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Competency Based Education; Curriculum Guides; Instructional Materials; Job Skills; Labor Force Development; Learning Activities; *Literacy Education; *Mathematical

This learning guide is designed to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations) so that individuals learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. This learning guide contains four competency units that provide information on parenting skills for parents of infants, toddlers, and preschoolers. The competency units cover the following topics: (1) the nurturing roles and responsibilities of parents; (2) expectations for the physical, mental and intellectual, emotional, and social development of infants, toddlers, and preschoolers; (3) ways to foster emotional, motor, intellectual, and language development for this age group; and (4) procedures and precautions for providing a safe, healthful, comfortable environment. Each competency unit consists of learner outcomes, key ideas, definitions, teaching strategies and methods, and suggested learning activities. Thirteen supplements include information and activity sheets on the following: parents' feelings; children's needs and how to meet those needs; parent job description; developmental milestones; toys for various ages; enhancing children's social, emotional, and motor development; safety hazards; emergency numbers; solving common problems; recommended immunizations; and an immunization record. A bibliography lists 26 references. The Illinois goals for world-class education for the 21st century also are included. (KC)

ED 388 811 CE 070 206

Strengthening Parenting Skills: School Age. Learning Guide 2. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 45p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Child Development; Child Health; Childhood Needs; Child Rearing; Children; Competency Based Education; Developmental Stages; Developmental Tasks; Educational Resources; Family Environment; Homemaking Skills; Learning Activities; Out of School Youth; Parent Child Relationship; Parent Education; *Parenting Skills; Parent Role; *Preadolescents; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Illinois

This learning guide is designed to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations) so that these individuals learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. This learning guide contains four competency units that provide information on parenting skills for parents of school-age children. The competency units cover the following topics: (1) the nurturing roles and responsibilities of parents; (2) expectations for the physical, mental, emotional, and social development of school-age children; (3) ways to foster social, emotional, motor, intellectual, and language development for this age group; and (4) positive techniques for relating to and guiding school-age children. Each competency

DESCRIPTORS- Behavioral Objectives; *Child Rearing; Competency Based Education; Consumer Education; Cultural Differences; Economically Disadvantaged; Family Work Relationship; *Home Economics; Homemaking Skills; Instructional Materials; Learning Activities; Parent Child Relationship; *Parenthood Education; *Parenting Skills; *Parent Responsibility; *Parent Role; Preadolescents; Secondary Education; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Illinois

This competency-based secondary learning guide on strengthening parenting skills is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. Four competencies are addressed: explain the nurturing roles and responsibilities of parents; determine expectations in the physical, mental/intellectual, emotional, and social development of school-age children; describe ways to foster a school-age child's social, emotional, motor/physical, mental/intellectual, and language development; and demonstrate positive techniques of relating to school-age children and guiding their behavior. Eighteen supplements contain information and activity sheets on the following: self-esteem, parenting roles, self-confidence, developmental expectations, television shows for children, verbal messages, discipline or punishment, building confidence, and setting limits. A bibliography contains 38 items. (YLB)

ED 388 828   CE 070 223

Strengthening Parenting Skills: Teenagers. Secondary Learning Guide 3. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 57p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; Adolescents; Behavioral Objectives; *Child Rearing; Competency Based Education; Consumer Education; Coping; Cultural Differences; Economically Disadvantaged; Family Work Relationship; *Home Economics; Homemaking Skills; Instructional Materials; Learning Activities; Parent Child Relationship; *Parenthood Education; *Parenting Skills; *Parent Responsibility; *Parent Role; Secondary Education; Services; State Curriculum Guides; Stress Management; Teaching Guides
IDENTIFIERS- Illinois

This competency-based secondary learning guide on strengthening parenting skills is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use for Colleges," suggests policy for the future. It maintains that the reasons that participation rates have increased are manifold, but the role of post-16 institutions is central. These institutions have spent the last few years improving their marketing and changing the attitudes and behaviors of many thousands of young people. The effectiveness of these strategies are at the root of the social changes that are evidenced by the increasing participation rates. For the future, the paper maintains, the growth and cooperation of these institutions will determine how many young people are prepared for the future. The report includes 17 figures. Contains 33 references. (KC)

ED 388 845 CE 070 241

Saunders, Bob
Job Evaluation in the FE Corporation. Mendip Papers. MP 050.
PUB DATE- 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Employment Qualifications; Foreign Countries; *Job Analysis; *Salaries; *Salary Wage Differentials; *School Personnel; Technical Institutes; Two Year Colleges; Vocational Schools
IDENTIFIERS- Great Britain; *Job Classification

This report is based on research findings indicating that many British colleges of further education have widely disparate salaries for professional staff members. Often salaries bear no relation to complexity of work performed. In addition, equal employment opportunity laws requiring equal pay for similar work may not be followed. A job evaluation scheme using rating points for various job functions and a typical position description resulting from the classification system are proposed. Following a description of the research project, the document includes the following: a sample job description detailing major tasks, job activities, and performance requirements; list of benchmark jobs; factor analysis of benchmark jobs; and the manual for the job evaluation scheme and the 10 rating factors--preentry qualifications, training period required, job knowledge required, particular skills, contacts and relationships, confidential information, effect of decision making, budgets/expenditure/income, managing staff, and health and safety. (KC)

ED 388 846 CE 070 242

Bolton, Jean
Putting the Learner First: Support through Flexible Learning. Mendip Papers. MP 073.
PUB DATE- 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Programs; Continuing Education; *Degree Requirements; Educational Innovation; Foreign Countries; Instructional Innovation; *Learning Modules; *Open Education; Technical Institutes; Two Year Colleges; Units of Study; Vocational Schools
IDENTIFIERS- Great Britain

Many British colleges of further education are moving toward a from Ohio. This OCAP identifies the occupational, academic, and employability skills (competencies) needed to enter agriculture products processing occupations. These 23 units are included: general safety precautions; sanitation; meat processing industry; livestock purchasing; slaughtering; carcass grading; wholesale cutting; retail beef cutting; retail pork cutting; retail veal and beef-calf cutting; retail lamb, mutton, and goat cutting; miscellaneous meat merchandising; dairy and other pasteurized products; eggs; processed foods; fish and fish products; fruits and vegetables; grains; preservation of agricultural products; customer service; marketing; product handling; and business management . The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items, core items essential for entry-level employment, and items needed to advance in agriculture products processing occupations. The OCAP guide also contains an academic job profile based on the Work Keys system that identifies the level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic competencies in communication, mathematics, and science that all students should master; and a specific list of academic competencies for agriculture products processing occupations. (YLB)

ED 388 864 CE 070 282

Environmental Management. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 80p.; For other related profiles, see CE 070 281-294.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; Business Administration; Career Development; *Competence; Competency Based Education; Employment Potential; Entry Workers; *Environmental Education; Environmental Standards; *Environmental Technicians; Job Skills; *Occupational Information; *Physical Environment; Pollution; Postsecondary Education; Secondary Education; Vocational Education
IDENTIFIERS- DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives from Ohio. This OCAP identifies the occupational, academic, and employability skills (competencies) needed to enter environmental management occupations. These 15 units are included: general safety and health; worker health and safety; environmental industrial technology; pollution prevention and assessment; environmental ecology basics; population growth and regulation; land management and usage; surveying and drafting; groundwater geology; investigation of environmental concerns; management of biological resources and environmental quality; land reclamation; environmental laws and regulations; practical application of environmental regulatory requirements; and business management. The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items,

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavioral Objectives; *Competency Based Education; *Curriculum Development; Inservice Teacher Education; Job Skills; *Material Development; Postsecondary Education; Secondary Education; *Statewide Planning; *Task Analysis; Vocational Education; Workbooks
IDENTIFIERS- *Virginia

This workbook, which is intended for secondary and postsecondary occupational instructors in Virginia who are writing competency-based curricula, explains the process of transforming an occupational task list into a curriculum framework that takes the form of a task analysis. The following topics are covered: developing the instructional task, understanding the task analysis format, organizing by duty area, constructing the task statement, selecting a verb, developing the performance objective, constructing the criterion-reference measure, developing enabling objectives, developing instructional activities, and identifying resources. Answer keys at the back of the workbook make it suitable for both individualized learning and inservice workshops. (MN)

ED 388 881 CE 070 312

Literacy, Economy and Society. Results of the First International Adult Literacy Survey.
PUB DATE- 95
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Comparative Analysis; Cultural Context; Demography; Economic Factors; Educational Needs; Educational Policy; Education Work Relationship; Enrollment; Foreign Countries; Functional Literacy; Participant Characteristics; *Reading Achievement; Reading Skills; Skill Development; Tables (Data); Theory Practice Relationship
IDENTIFIERS- Canada: Germany; *International Adult Literacy Survey; International Surveys; Netherlands; Poland; Sweden; Switzerland; United States

The International Adult Literacy Survey (IALS) was a collaborative effort by seven governments and three intergovernmental organizations to describe and compare the literacy skills of people from Canada, Germany, the Netherlands, Poland, Sweden, Switzerland, and the United States. Each country drew a probability sample from which results representative of the civilian noninstitutionalized population aged 16-65 could be derived. Between 1,370 and 3,053 individuals in each country completed survey instruments in English, French, German, Dutch, Polish, or Swedish. The findings were reported in four ways by three researchers. Irwin Kirsch (Educational Testing Service, Princeton, New Jersey) presented a framework for understanding/interpreting literacy levels on three scales (prose, document, and quantitative) and discussed the study results in the context of literacy's multifaceted nature. Stan Jones (Carleton University, Ottawa, Canada) analyzed the distribution of literacy across national populations and among different demographic subgroups and of the study suggest that SBHCs do improve children's access to health care. SBHCs can help to overcome financial and nonfinancial barriers that currently limit access, including the lack of health insurance, transportation difficulties, and insufficient attention to the particular needs of adolescents. School-based health centers around the nation face a common set of problems. For example, centers lack a stable source of funding, do not always have sufficient resources for meeting their patients' health needs, and have difficulty obtaining reimbursement from public and private insurers. They also face problems recruiting and retaining appropriately trained staff. Furthermore, local debates over the appropriateness of providing reproductive health services in SBHCs have constrained centers' ability to meet some adolescents' health needs. Federal health care reform that increases access to insurance coverage could alleviate some of the problems faced by SBHCs. However, reform that includes expansion of the role of managed care networks may exacerbate financing problems because of the reluctance of these networks to reimburse SBHCs. (JBJ)

ED 388 902   CG 026 614

Canada: A Source Book for Orientation, Language, and Settlement Workers.
PUB DATE- 91
NOTE- 358p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship; Climate; Counseling Techniques; Counselors; Cultural Differences; *Cultural Pluralism; Culture Conflict; *Daily Living Skills; Employment; Ethnicity; Federal Programs; Foreign Countries; Geography; Health; *Immigrants; Immigration; Interpersonal Competence; Interpersonal Relationship; Orientation Materials; *Reference Materials; Religion; Safety; *Self Actualization; Self Esteem; Social Workers
IDENTIFIERS- *Canada

An information guide for people who help newcomers, this book helps second language teachers plan the content of their courses, and makes it easier for settlement agency workers to respond to newcomers' needs. The method it advocates is question and answer, newcomer asking the questions, with the ultimate goal of providing newcomers a better understanding of Canada. Materials are provided at both the level of survival needs, as well as that of "higher needs." The organizational principal is a hierarchy of needs. Divided into five parts, each corresponds to a level of need. Part One, Survival Needs, covers: geography; weather and climate; food; clothing; shelter; and avoiding embarrassment. Part Two, Safety Needs, covers: economic security: employment; shopping; laws and safety of the person; health; and, an introduction to Canadian government. Part Three, Love and Social Needs, covers: public behavior; Canadian families; women's, children's and senior citizen's rights; education; Canada, a country of many peoples; and, holidays, recreation and entertainment. Part Four, Esteem Needs, covers: authority; banking, saving, spending; ethnicity and multiculturalism; and religion and belief. Part Five, Self-Actualization Needs, covers: citizenship; personal goals; politics; the arts, sports, communications; and success in students at the school. The major goal was for middle school students to increase their awareness of conflicts as a natural part of daily life and resolve them without violence through problem-solving skills. The participants were 60 6th, 7th, and 8th grade students. The following tools were developed for this practicum: (1) student questionnaire; (2) thirty-two interactive classes for middle school students; (3) teacher survey; (4) direct observation checklist; (5) appropriate handouts; and (6) a two-session workshop for educators and parents on conflict management and prosocial skills. Analysis of the data demonstrated that the middle school students became more aware of conflict management skills during a conflict situation and were able to resolve conflict without violence through problem-solving strategies. Additionally there was a decrease in confrontational behavior during incidences of potential disruption. Eight tables are included, as well as the following appendices: student questionnaire; teacher survey; direct observation checklist; pre- and post-test questionnaire (student); pre- and post-test questionnaire (teacher); pre- and post-direct observation checklist. Contains 49 references. (JBJ)

ED 388 922 CG 026 681

Powney, Janet; And Others
The Use of Theatre Tours in Road Safety Education.
SPONS. AGENCY- Scottish Office Industry Dept., Edinburgh.; Welsh Office, London (England). Education Dept.
PUB DATE- 95
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accident Prevention; Alcohol Abuse; *Alcohol Education; *Attitude Change; Drama; Drinking; *Driving While Intoxicated; Foreign Countries; High Schools; *Role Playing; Safety; *Safety Education; Secondary Education; Student Attitudes; *Theater Arts; Traffic Safety; Youth Problems
IDENTIFIERS- Scotland; Wales

The Scottish Road Safety Campaign and the Road Safety Council of Wales have made a large investment in theater tours as a method of providing road safety education. This study aimed to evaluate the effectiveness of a road safety message delivered by a theater group, Road Safety Officers (RSOs), or, teachers for pupils in upper secondary classes. Five schools were the primary focus of the study. Evaluation was based on three criteria: imparting factual information; raising pupil's awareness of road safety issues; and changing their attitudes on drinking and driving. Certain key areas in students' knowledge were influenced by the presentations. After the presentations students were more likely to: acknowledge they could not reduce the amount of alcohol already in their bloodstream by, for example, drinking hot coffee; agree that a zero alcohol limit should be enforced; and agree that the drinking and driving message was relevant for them irrespective of age or circumstance. Students expressed a clear preference for the theater presentation. Several feedback points were included. The impact of using Welsh language as a medium was examined. Implications for content, method of future teaching and learning related to drinking and driving were reviewed. Contains 41 references and extensive appendices and tables. (JBJ)

ED 388 923 CG 026 682

decomposition of variance in reading achievement. The aim is to find "pure" latent structures of achievement at the between-class level as a basis for further investigation of explanatory factors such as teaching. Multilevel factor analysis (MFA) can give a pattern corresponding to an analysis with perfectly reliable scores. Data were taken from the IEA Study of Reading Literacy which involved 200,000 students from 30 different countries. Narrative texts for 9-year-olds were the focus of the multilevel factor analysis. MFA analysis was based on 39 variables, of which 23 were document items and 16 narrative/expository item parcels. LISREL models were fitted separately for between and within levels. The models were then pieced together into one complete MFA model. Findings demonstrate how a global skill like reading can be decomposed not only into individually based factors but also into factors related to group belongingness where differential influences of schooling conditions and home background could be discerned by reference to demand characteristics of small subsets of individual items. (Contains 19 references, 5 tables of data, and a figure presenting 2 subtests from the document domain.) (RS)

ED 388 943 CS 012 291

Read Together, Grow Together: The Family Literacy Initiative.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Community Programs; Financial Support; Hispanic Americans; *Library Role; *Literacy; Parent Role; Partnerships in Education; *Reading
IDENTIFIERS- *Family Literacy; *Illinois; Partnerships in Library Services

A variety of articles about family literacy efforts in Illinois is provided in this special report prepared by the Illinois State Library, intended for librarians, adult educators, teachers, and family literacy practitioners. Articles contained in the report are: "Family Literacy: A Definition" (Cyndy Colletti); "Why We Need Family Literacy in Illinois" (Cyndy Colletti); "History of the Family Literacy Initiative" (Cyndy Colletti); and "The Benefits of Partnerships in Programming" (Cyndy Colletti); "Serving Hispanics through Family Literacy" (Jill Rodriguez and Maria Tejeda); "Libraries Can: Family Learning in the Library" (Pamela Martin-Diaz); "Community Participation in Family Literacy: Joint Steps toward Literacy" (Karen Stott); "PACT: Parents and Children Together" (Sandra Mulder); and "Crafting Vocabulary into Family Literacy Workshops" (Robert Hafeman). A section called "Parents are Reading Boosters" contains a chart showing parental influence on reading habits of children. Seven appendixes include: Family Literacy Projects (Fiscal Years 93-95); Communities Receiving Family Literacy Grants; a Family Resource Bibliography; Children's Book List; Family Literacy Grant Program Information; Family Reading Videos; and Family Reading Night. (CR)

ED 388 944 CS 012 292

Pollock, John S.
Elementary School Summer Program. Title 1 Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95

reading assessment and sample questions and responses. Chapter 2 provides overall average proficiency results for the nation, regions, subgroups of students, and jurisdictions participating in the Trial State Assessment. Chapter 3 describes students' reading performance in terms of achievement levels. Chapter 4 focuses on cross-state comparisons of proficiency results from the state-by-state assessment at grade 4. Chapter 5 describes contextual factors related to students' reading achievement. Chapter 6 describes specific abilities demonstrated by students in the NAEP reading assessment and reports student performance when reading for different purposes. The "most striking" finding from the 1994 assessment is that the average reading proficiency of 12th-grade students declined significantly from 1992 to 1994. Other major findings include: (1) the decline in average proficiency among 12th-graders between 1992 and 1994 was concentrated among lower performing students; (2) reading proficiency at all three grade levels was higher on average for students whose parents had more education; (3) at all three grade levels, female students had higher average reading proficiencies than male students; and (4) students who reported having a greater array of literacy materials in their homes displayed higher average reading achievement. Contains 38 tables and 23 figures of data. Appendixes provide an overview of procedures used in the 1994 assessment and describe students' reading performance; cross-state proficiency and achievement level results; and sample texts and questions. (RS)

ED 388 963 CS 012 362

Miller, Karen E.; And Others
Cross-State Data Compendium for the NAEP 1994 Grade 4 Reading Assessment: Findings from the Trial State Assessment in Reading of the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 172p.; Contains tables of cross-state information for the variables discussed in the NAEP 1994 Reading Report Card for the Nation and the States (see CS 012 361) and the NAEP 1994 Reading State Report, and should be used as a companion document to these reports.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Grade 4; Institutional Characteristics; Intermediate Grades; Professional Development; *Reading Achievement; *Reading Instruction; Reading Interests; Reading Research; *Statistical Data; Student Attitudes; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *National Assessment of Educational Progress

Intended as a companion document to the "NAEP 1994 Reading Report Card for the Nation and States" and the "NAEP 1994 Reading State Report," this compendium presents fourth-grade cross-state results of the National Assessment in Educational Process (NAEP) 1994 Trial State Assessment in reading--no interpretations of the data are made. Chapter 1 presents the results for the nation; results for each of the four regions; and each of the participating jurisdictions in the context of the overall average reading proficiency, reading proficiency by the two purposes of reading, and the NAEP reading achievement levels. Chapter 2 presents similar information for selected subpopulations: race/ethnicity, gender, type of location, parents' education level, Title 1 participation, and type of school. School and classroom characteristics and methods of examination of how and why American speech came to be the way it is, and in particular where the words came from. The book follows a roughly chronological format from the first European visitors to the backlash against "political correctness" in the 1990s. Some of the many topics addressed in the book include education standards, sexism in language, illiteracy, declining SAT scores, immigration, eating habits, advertising, popular culture, and mass media effects. Chapters in the book are: (1) The "Mayflower" and Before; (2) Becoming Americans; (3) A "Democratical Phrenzy": America in the Age of Revolution; (4) Making a Nation; (5) By the Dawn's Early Light: Forging a National Identity; (6) We're in the Money: The Age of Invention; (7) Names; (8) "Manifest Destiny": Taming the West; (9) The Melting Pot: Immigration in America; (10) When the Going Was Good: Travel in America; (11) What's Cooking?: Eating in America; (12) Democratizing Luxury: Shopping in America; (13) Manners and Other Matters; (14) The Hard Sell: Advertising in America; (15) The Movies; (16) The Pursuit of Pleasure: Sport and Play; (17) Of Bombs and Bunkum: Politics and War; (18) Sex and Other Distractions; (19) From Kitty Hawk to the Jumbo Jet; (20) Welcome to the Space Age: The 1950s and Beyond; and (21) American English Today. Notes on sources, a 275-item select bibliography, and an index are attached. (RS)

ED 388 981   CS 215 120

Eveslage, Thomas
The High School Ethics Challenge: Using Standards of Professional Journalism without the Freedoms of the Professional Press.
PUB DATE- Aug 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Ethics; *Freedom of Speech; *High Schools; Journalism Research; National Surveys; School Newspapers; School Surveys; *Standards; *Teacher Attitudes
IDENTIFIERS- *Advisers; Advisor Role; *Scholastic Journalism

A study examined how a select group of successful high school journalism teachers face the challenge of applying professional standards in the quest for student press freedom. A total of 162 questionnaires (representing a response rate of 46.5%) were returned by a purposive sample of teachers who advise some of the most highly acclaimed student newspapers in the United States. Results indicated that: (1) 90% of the advisers agreed strongly or somewhat that students must behave ethically if they want to exercise freedom of the press in the high school newspaper; (2) the advisers valued classroom instruction and also the learning that comes from addressing specific ethical issues confronting the professional and student press; and (3) the advisers acknowledged their role as a bridge to the professional press and they put a premium on helping their students acquire the tools to make ethical decisions. Findings suggest that the advisers of acclaimed student newspapers ARE setting high standards for their students and definitely want their publications and students to be identified with the best of professional journalism. (Contains 20 references, 1 note, and 3 tables of data.) (RS)

ED 388 982   CS 215 121

media consumers. Stated in terms of diffusion theory, Champions of Change--while they may not currently be using new media technology as they define it--are likely to become the early adopters, and perhaps even the innovators, of new media technology. (Contains 10 references and 1 table of data.) (Author/RS)

ED 389 001 CS 215 152

Arnold, Mary Peterson
Student Freedom of Expression and High School Journalism Advisers: A Legal and Educational Dilemma.
PUB DATE- Aug 95
NOTE- 85p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Freedom of Speech; High Schools; *Journalism Education; Journalism Research; National Surveys; Public Schools; *School Newspapers; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Advisor Role; *Scholastic Journalism

A study examined the extent to which high school journalism advisers strive to achieve a balance between the right of school authorities to control the educational process and students' First Amendment rights. Questionnaires were sent to a stratified random sample of 500 public secondary schools across the United States. A total of 248 journalism advisers responded, for a response rate of 50%. Results indicated that: (1) most teachers supported the position that the student editor has the final responsibility for content decisions; (2) advisers with journalism certification, those with a heavy journalism class load, veteran teachers and suburban teachers were more likely than their counterparts to assume responsibility for supporting student freedom of expression across the involvement continuum; (3) most advisers would not seek the principal's approval before a sensitive, critical or controversial story is published; and (4) stories about school personnel competency and sex and sexuality were the stories that teachers, students, and administrators were most apt to disagree about. Findings suggest that the answer to the journalism teacher's dilemma is a pragmatic or situational one. Maintaining the balance between the ideals of journalism and the pragmatic realities of everyday school life is difficult but possible. Findings also point toward establishing policies that favor the hiring of certified journalism teachers. (Contains 51 notes and 31 tables of data. The questionnaire is attached.) (RS)

ED 389 002 CS 215 159

DiDominicis, Lynn
"Jumanji" (Chris Van Allsburg). A Literature Unit.
PUB DATE- 95
NOTE- 49p.; For some other handbooks in this series, see CS 215 134-137.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Case Studies; *Child Abuse; Communication Research; Discourse Analysis; *Females; Participant Observation; *Rehabilitation; *Research Methodology; *Sexual Abuse; Victims of Crime

IDENTIFIERS- *Expert Witness; *Healing; Research Suggestions

Using a feminist and subversive perspective, a study examined the testimonies of five adult females each having experienced childhood sexual abuse. All the subjects--participants in a multi-medium art show sponsored by an urban mental health center--contacted the researcher voluntarily. Participants ranged in age from 39 to 54; sexual orientation and marital status were not deemed relevant. All were of western European descent; education ranged from high school diploma to Master's degree. Separate discussions were carried out over a period of 4 weeks in the homes of the participants. The study's original intent was to examine the significance and meaning of art in the women's lives, but it was transformed into an examination of a process of self-healing which they described in detail. The term "participant" also gradually changed to "Expert I-witness." Data is essentially the discourse of the subjects. The participants provided an expanded view of what the "experts" discuss rather than simply affirming the testimony of experts. Statistics may lead to a general acceptance that women are the victims, but the possibility should be entertained that child male victims are also out there. Until social science and society acknowledge this, child and adult male victims will continue to be left unhealed. Future studies should expand the role of expert and search for identifiable patterns of healing rather than focus on the negative effects of child sexual abuse. (Contains 30 references.) (NKA)

ED 389 022 CS 509 080

Dunbar, Norah E.

Conversational Analysis of Cross Examination in Intercollegiate Debate: Using a Model of Relational Control.

PUB DATE- Nov 95

NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (81th, San Antonio, TX, November 18-21, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Communication Research; *Debate; *Debate Format; Discourse Analysis; Higher Education; *Interpersonal Communication; Pilot Projects

IDENTIFIERS- Cross Examination Debate Association; *Relational Models

A pilot study examined whether a relational control model can be used to evaluate cross examination in academic debate. Four cross examination periods in the 1994 Cross Examination Debate Association Nationals final round were videotaped, transcribed, and coded (using the Relational Communication Control Coding Scheme). Results indicated that the same types of assertions and questions that exist in interpersonal conversations also exist in cross examination and the basic premise of relational control is the same. Results also indicated that the context of cross examination seemed to be close enough to the interpersonal communication context that the model was useful. Future research should look at other contexts which the study of relational control can be applied to, in addition to further studies in cross examination. (Contains 34 references and 2 tables of data.) (RS)

DESCRIPTORS- Curriculum Design; Educational Assessment; Educational Finance; Foreign Countries; Governance; Performance; *School Administration; *School Organization; School Personnel; *Secondary Education; Student Evaluation
IDENTIFIERS- *Denmark

This publication, part of a series entitled "Guide to Secondary Education in Europe," contains a brief description of secondary education in Denmark. The first section presents a general overview of the educational system, uppersecondary education, the transition from uppersecondary education to higher education, central government and uppersecondary education, the administration of uppersecondary schools, and private education. The second section describes the process of policy making and innovation, financing and budgeting, school and society, administration and organization of the education system, the school as an organization and as a community, the curriculum, evaluation and assessment, school staff, and international dimensions of the curriculum. The third section describes the efficiency and performance of secondary education as it traces the flow of a year group's path through different stages of the education system (1989/90). Section 4 discusses challenges, problems, and prospects of Danish education. Seven tables are included. (LMI)

ED 389 041 EA 027 074

Damianova-Ivanova, Antoaneta
Secondary Education in Bulgaria. Guide to Secondary Education in Europe Series.
PUB DATE- 95
NOTE- 49p.; For a similar report on Denmark, see EA 027 072.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; Educational Finance; *Educational Policy; *Foreign Countries; School Administration; School Organization; School Personnel; *Secondary Education; Student Evaluation
IDENTIFIERS- *Bulgaria

This publication, part of a series entitled "Guide to Secondary Education in Europe," contains a brief description of secondary education in Bulgaria. Chapter 1 offers a general overview of Bulgarian education, including educational policy and innovation, research and development, and information delivery services. The second and third chapters describe educational finance, budgets, and the school-society relationship. Other chapters cover the administration and organization of the education system, education and culture, curriculum, student evaluation, school personnel, and European-influenced components of Bulgarian secondary education. The appendix contains three figures and three tables. (LMI)

ED 389 042 EA 027 127

Silver, Harold
Good Schools, Effective Schools: Judgements and Their Histories. School Development Series.
PUB DATE- Jun 95
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

Education Alliance (IDEA), a partnership involving educational institutions across Iowa that received funding from the federal Star Schools Program to demonstrate the use of the Iowa Communication Network's (ICN's) fiber-optic technology for K-12 instruction. First-year project activities focused on teacher training and public relations. When the fiber-optic network was "lit" during the second year, the focus changed to using the network to deliver programming for K-12 students and teachers. Data were obtained from surveys of regional partnerships and coordinators, Iowa citizens, students, teachers, department chairs of teacher-preparation programs, workshop participants, and members of the Teacher Education Alliance. Database user logs were also analyzed. The data show that the project has been extremely successful. All of the objectives outlined in the proposal were accomplished. Cooperation and collaboration among educational organizations improved and innovative instructional activities were initiated. Students and teachers who use the system view it positively, as do other Iowans who have seen the system in operation. However, implementation occurred at a slower pace than anticipated. Continued success may hinge on future developments in the following key areas: access to the system, policy issues, operational issues, teacher inservice, preservice teacher education, information access and coordination, and collaboration. (LMI)

ED 389 061 EA 027 166

Evans, Ian G.
Marketing for Schools.
PUB DATE- Sep 95
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Economics; Educational Planning; Elementary Secondary Education; Foreign Countries; *Institutional Advancement; *Marketing; Organizational Theories; *Strategic Planning; Supply and Demand
IDENTIFIERS- *Great Britain

To guarantee their funding, schools in Great Britain must compete to attract students. This handbook describes how marketing is critical to a school's economic survival and offers guidelines for those in educational management who must make long-range decisions regarding the direction and position of their institution. Part 1 covers basic marketing theory. Chapters 1 and 2 introduce basic terms and concepts used in marketing, and chapters 3 and 4 describe marketing strategies for identifying customers and understanding buying behavior. The second part focuses on the practice of marketing. Chapter 5 examines some of the processes involved in obtaining information on customer needs, competition, and social trends. It presents examples in which educational institutions have used marketing research in making decisions. The sixth and seventh chapters provide guidelines for conducting a marketing audit to establish a school's current position and for developing a strategic-planning process. Chapter 8 discusses alternative approaches to marketing strategy and explains how to design a particular marketing mix. Aspects involved in developing innovative products are discussed in the ninth chapter, and communication and promotional activities are described in chapter 10. The 11th chapter offers suggestions for implementing marketing

Elementary Secondary Education; Foreign Countries; *Inspection; *Institutional Evaluation; Standards
IDENTIFIERS- *United Kingdom

The United Kingdom's 1992 Education Act established the Office for Standards in Education (OFSTED), which was mandated to oversee an inspection system for all schools. This paper presents findings of a study that examined the extent to which the inspection process helped schools with their school-development planning. A survey was mailed to headteachers at 282 schools that had been inspected during the 1993 fall term. A total of 170 replies were received, a 60 percent response rate. Most headteachers said that the OFSTED inspection process had made a positive contribution to their schools' development. The data suggest that some tension existed between the OFSTED inspection-action plan and the school's own development plan. Headteachers at schools with some overlap between the OFSTED action plan and the school-development plan expressed positive views about the inspection process. Schools that had favorable experiences with the inspection process had involved their governing bodies and external advisors in formulating their inspection-action plans. Eight tables, a sample questionnaire, and survey data are included. (LMI)

ED 389 081 EA 027 192

Ehman, Lee H.
Rhetorics and Realities of Parent Involvement in Schools: A Case of a Restructuring Middle School.
PUB DATE- Apr 95
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Cooperation; Intermediate Grades; Interprofessional Relationship; Junior High Schools; Middle Schools; Parent Attitudes; *Parent Grievances; *Parent Participation; *Parent Responsibility; Parent Role; *Parent School Relationship; Politics of Education; *School Restructuring

This paper presents findings of a study that examined forms of parent involvement in a restructuring middle school. Data for the 18-month case study were obtained through observation, interviews, and document analysis. The paper focuses on the relationship of the Parent Council, a parent group attempting to influence school decision making, and the principal. Findings show that the rhetoric of parents as collaborators conflicted with the reality of educators' attempts to maintain boundaries between their professional domain and parents' involvement. The conflict was manifested in three ways: in differences over goals for parents' actions; in struggles for control; and in a lack of trust on both sides. An exception to the norm, a situation in which the principal invited parents to participate in a critical decision about the direction of restructuring in the school, is described. (LMI)

ED 389 082 EA 027 194

Honig, Benson
Household Demand for Primary Schooling in Ethiopia: Preliminary Findings.
PUB DATE- Apr 95

providing a world-class education for all students. The second part discusses the importance and potential of family-school-community partnerships and describes partnership programs at various schools across the country that have addressed specific National Education Goals. A list of program contacts and additional resources and suggestions for creating family-school-community partnerships are included. (LMI)

ED 389 101 EC 304 386

Learning Disabilities and the American Public: A Look at American's Awareness and Knowledge.
SPONS. AGENCY- Emily Hall Tremaine Foundation, Inc., Hartford, CT.
PUB DATE- Mar 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Elementary Secondary Education; Information Sources; Interviews; *Knowledge Level; *Learning Disabilities; Majority Attitudes; National Surveys; *Public Opinion; Resource Allocation
IDENTIFIERS- *Attitudes toward Disabled

This study examined 1,200 adults' understanding of and attitudes toward learning disabilities, through a telephone survey. Additional objectives included the identification of various information sources and testing of potential messages about learning disabilities. Halfway through each telephone interview, a definition of learning disabilities was provided, thus allowing both a "blind" discussion and a "pre-test/post-test" structure. Among major findings are the following: (1) 3 in 10 Americans claim direct experience with learning disabilities; (2) most Americans believe nine conditions (such as blindness and mental retardation) are associated with learning disabilities; (3) most Americans believe learning disabilities should be identified as early as preschool; (4) Americans' primary information sources about learning disabilities are schools, doctors, and libraries; (5) the term "learning differences" is seen as more acceptable than learning disabilities; (6) Americans were evenly split on whether more resources should be devoted to children with learning disabilities or to basic services for all children; (7) funding discussions cannot be framed as a zero-sum game if increased spending to teach these children is to be supported; (8) increasing knowledge about learning disabilities is associated with greater support for increased spending; and (9) most Americans agree that adults with learning disabilities suffer injustices. Results are detailed in chapters on personal experience, relationship of education to learning disabilities, knowledge level, schools and teaching, information sources, and messages. An appendix details the methodology and provides the questionnaire. (DB)

ED 389 102 EC 304 387

Willrodt, Ken; Claybrook, Shirley
Effects of Inclusion on Academic Outcomes.
PUB DATE- Aug 95
NOTE- 41p.; Research Paper, Sam Houston State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)

*Federal Legislation; Program Evaluation; Program Implementation; *Program Improvement; *Resource Allocation; Special Education; Standards; *State Federal Aid; State Programs
IDENTIFIERS- *Discretionary Programs; *Individuals with Disabilities Education Act Part B; Michigan; Wisconsin

This report discusses the findings from two case studies of state use of discretionary funds under the Individuals with Disabilities Education Act (IDEA), Part B. The two states involved in the study were Michigan and Wisconsin. Documents and interviews were used to gather detailed descriptive information from both states regarding: (1) the establishment of priority areas for Part B discretionary projects; (2) the process for selecting discretionary projects; (3) the use of discretionary funds for the administration of complaint investigation and monitoring; (4) the discretionary projects funded between 1990 and 1992; (5) the discretionary projects funded in 1993; and (6) the evaluation of discretionary projects. The paper also discusses the IDEA requirements with respect to discretionary funds, the importance of flexibility in the use of these funds, and the overall impact of discretionary money on the ability of states to exercise leadership in special education program improvement. (Author)

ED 389 121 EC 304 407

Osher, Trina; And Others
A Resource Paper on the Relative Cost of Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 27 Jun 91
NOTE- 19p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Costs; *Data Analysis; Data Collection; Delivery Systems; *Disabilities; Educational Finance; Elementary Secondary Education; *Expenditure per Student; National Surveys; Program Costs; *Special Education

This resource paper describes two recent studies and one report on special education costs and the methodology used in their analyses. Each study and its data source are summarized with a short discussion on the quality of the data and its usefulness and limitations in generating reliable cost estimates for special education. The paper summarizes information from the following three sources: (1) the examination of special education costs presented in the "12th Annual Report to Congress on the Implementation of the Education of the Handicapped Act," U.S. Department of Education (1990); (2) "Special Education: Views from America's Cities" prepared by the Council of the Great City Schools (1988); and (3) "Patterns in Special Education Delivery and Cost" prepared by Decision Resources Corporation (1988). A section on terminology and definitions is followed by a section which looks at each of the three sources for cost determination. A concluding discussion notes that the three reports draw different conclusions. A table compares results of the three studies for the 1985-86 school year. The paper stresses that distinguishing between the concepts of "total cost" versus "excess cost" is central to the correct use and interpretation of a cost ratio estimate. The Decision Resources Corporation report is seen as yielding the most accurate cost estimates and ratios. This study estimates "excess costs" incurred by the student with disabilities as ranging from 0.9 to 9.6 times the average per pupil expenditure, depending upon the student's special education

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education; *Emotional Disturbances; *Inclusive Schools; Interdisciplinary Approach; Mainstreaming; Program Implementation; *Regular and Special Education Relationship; Rural Areas; Student Development; Team Training; *Teamwork

IDENTIFIERS- Vermont

This manual provides guidelines and forms for implementing a planning team approach to support students with emotional and behavioral difficulties in regular education settings, developed as part of a 3-year federally funded project to enhance the capability of 30 Vermont public schools. Following an introduction, a student profile is reviewed from the points of view of the regular educator, parent, student, and special educator. The first section discusses establishing the student support team, with information on obtaining family input, identifying age appropriate needs, and reviewing team membership and working together. The second section addresses identifying student strengths and needs. Subsections cover: the study history; major areas of educational emphasis and student goals; factors that impact on the student's ability to learn; and challenging behaviors that need to be addressed. The third section is on developing student support plans and includes guidelines for encouraging replacement behaviors and appropriate responses to challenging behaviors. Information sections of the manual are supplemented with typical viewpoints and with sample completed forms in reference to a specific case. Additional sections provide evaluation procedures and an overview of the support plan. An appendix includes 37 blank forms used in the program. (DB)

ED 389 141 EC 304 428

Tomlinson, Carol Ann

Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E536.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Oct 95

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academically Gifted; *Classroom Techniques; Curriculum; Educational Strategies; *Enrichment Activities; *Heterogeneous Grouping; Individual Differences; *Individualized Instruction; Intermediate Grades; Junior High Schools; Mainstreaming; Middle Schools; Student Needs; Teaching Methods

IDENTIFIERS- *Differentiated Curriculum (Gifted); ERIC Digests

This brief paper summarizes guidelines for adapting instruction for advanced learners in inclusive, mixed-ability middle school classrooms. A rationale for differentiating instruction is followed by consideration of what differentiation is and is not. Characteristics of a differentiated class are enumerated, including: instruction is concept focused and principle driven, on-going assessment of student readiness and growth are built into the curriculum, and flexible grouping is consistently used. Suggested ways to differentiate instruction are grouped

Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Faculty Mobility; Labor Turnover; *Special Education Teachers; Teacher Employment; *Teacher Persistence; *Teacher Supply and Demand; *Teacher Transfer; Trend Analysis

IDENTIFIERS- Schools and Staffing Survey (NCES); Teacher Followup Survey (NCES)

This study used existing databases to analyze, from a national perspective, the specific components of retention, transfer, and attrition of special education teachers (SETs) in comparison with general education teachers (GETs). The study used data from the 1990-1991 Schools and Staffing Survey (SASS) and the 1992 Teacher Followup Survey (TFS). Analysis evaluated the following factors: teaching field retention, teaching field transfer, attrition, school retention, school reassignment, district migration, district retention, district attrition, entering teachers, and private school migrants. Districts were categorized as either urban, suburban/large town, small town, or rural. Major conclusions included the following: (1) retention of SETs in specific assignments from one year to the next (89 percent) is significantly less than the retention of GETs in specific assignments (94 percent); (2) the lower percentage of retained SETs is due primarily to transfer of SETs to general education (5 percent); (3) intervention designed to improve the retention of SETs might most productively focus on the higher rate of teaching field transfer; (4) approximately the same percentage of SETs and GETs retained in the same teaching field transfer to different public schools each year, with the vast majority of both groups remaining in the district; (5) the retention of SETs and GETs in the same district from one year to the next is not a function of urbanicity; and (6) while the annual transfer of SETs to general education (about 14,600 teachers) is a major source of open positions, the annual transfer of GETs to special education (about 9,300 teachers) is a major source of supply. Appendices provide data tables and more information on the SASS and TFS surveys. (DB)

ED 389 159 FL 022 454

Help for Mainstream Teachers with LEP Students.

PUB DATE- 94

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Asian Americans; *Cambodians; Classroom Techniques; English (Second Language); *Laotians; *Limited English Speaking; Models; Parent Participation; *Second Language Instruction; Self Concept; Teaching Methods

IDENTIFIERS- Minneapolis Public Schools MN

This booklet of individual handouts was prepared to assist Minneapolis mainstream school teachers to work with limited-English-proficient (LEP) students. Topics discussed include current research on how LEP students best learn in mainstream classes, social versus academic English, and adapting instructional procedures for and integrating LEP students into the regular classroom. Classroom management models are presented as well as recommendations for parent/family involvement meetings, especially for students from Cambodia and Laos. Asian cultural values are reviewed, and self-concept bilingual education; special alternative instructional and special populations programs. All projects serving any of grades 9-12 are listed. Each listing includes the project identification number, grantee organization, city, state/territory, contact person, and telephone number. For each fiscal year, a separate listing if provided; continuing projects appear in more than one listing. Within each fiscal year, projects are listed by program type. Special priority program categories are included as separate groupings within each respective program type. (MSE)

ED 389 179 FL 023 360

Donley, Brenda; And Others
Special Issues Analysis Center (SIAC). Annual Report: Year Three. Volume III: SEA Report, Task 7. Summary of State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services, 1993-1994.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 27 Sep 95
NOTE- 98p.; The SIAC annual report for year 3 consists of seven volumes, see FL 023 358-364.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); *Enrollment Rate; Identification; *Limited English Speaking; National Surveys; Private Schools; Public Schools; *State Departments of Education; Student Characteristics

The report summarizes information submitted by state education agencies (SEAs) on the survey of states' limited-English-proficient (LEP) persons and available educational services for the 1993-94 school year. Results indicate that enrollment of LEP students in public and private schools continued to increase, comprising 7 percent of public school enrollment in grades K-12. California enrolled the largest number; New Mexico and Alaska had the highest proportion of LEP students. Data on progress of these students was found to be incomplete, but they indicated that dropout and retention rates were 1.7 and 2.5 percent, respectively, among institutions providing data. Definition and methods of identification of LEP students varied between and sometimes within states. Almost 2.4 million LEP students were reported enrolled in special programs to meet their educational needs; in public schools this represented 78.5 percent and in private schools, 30.4 percent of LEP students. The largest proportion (72 percent) were served by state and local programs. (Author/MSE)

ED 389 180 FL 023 361

Zehler, Annette M.; And Others
Special Issues Analysis Center (SIAC). Annual Report: Year Three. Volume IV: Task Order 12 Report--Literature Review and Synthesis Report on Institutional Change and Its Implications for Schools Serving Limited English Proficient Students. Task Order 13 Report--Research Designs for Measuring Institutional Change Affecting the Education of Limited English Proficient (LEP) Students. Focus Group Report.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 238p.; The SIAC annual report for year 3 consists of seven

event through improved reading, writing, and overall expression in the English language. Homework and parent/community involvement activities are suggested, and photos and drawings of relevant places which help to explain the situation are included. Much historical background is provided, including an actual bullet (not included here). (NAV)

ED 389 200 FL 023 407

Van Heukelem, Tom; Mercado, Maria de Jesus
The Solar System/El Sistema Solar--A Fully Integrated Instructional Unit.
PUB DATE- 15 May 95
NOTE- 19p.; For related instructional units, see FL 023 405-410.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education Programs; *Bilingual Instructional Materials; Community Involvement; Educational Objectives; English (Second Language); Grade 2; Homework; Immersion Programs; Lesson Plans; *Limited English Speaking; Native Language Instruction; Parent Participation; Primary Education; *Science Education; Second Language Instruction; Second Language Learning; *Solar System; Space Sciences; Spanish; State Departments of Education
IDENTIFIERS- *Two Way Bilingual Education

This lesson plan for the second grade uses information on the solar system to provide science education for limited-English-proficient (LEP) students in San Diego, California. The lesson has been developed to be taught in a bilingual class, a Spanish-language immersion class, or a two-way bilingual class. Lessons are arranged so that native English speakers can assist the non-native speakers. The lesson unit is for one week, 25-30 minutes per day. Language levels include pre- and early production, speech emergence, and intermediate fluency. Instructional components are second language development, primary language instruction, specially designed academic instruction in second language, cross-cultural/self-esteem building, and parent/community involvement. Instructional objectives, unit goals, homework, and assessment are described. Included is a vocabulary development talking chart in English and Spanish. (NAV)

ED 389 201 FL 023 408

Kuehl, Matt; And Others
Fossils and Dinosaurs--A Fully Integrated Instructional Unit.
PUB DATE- 22 May 95
NOTE- 31p.; For related instructional units, see FL 023 405-410.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Involvement; Cooperative Learning; *Dinosaurs; Educational Objectives; *English (Second Language); Grade 2; Grade 3; Homework; Lesson Plans; *Limited English Speaking; Parent Participation; Primary Education; Science Education; Second Language Instruction; Second Language Learning; Self Esteem; Spanish; State Departments of Education; Student Evaluation; Whole Language Approach

This lesson plan for the second and third grades uses information on dinosaurs, their adaptations and survival, to provide science education for limited-English-proficient (LEP) students

Policy Formation; Program Administration; Racial Balance; *Racial Integration; Racial Relations; School Business Relationship; *School Desegregation; Technical Institutes; Unions; Workshops
IDENTIFIERS- *South Africa

This document resulted from a 2-day colloquium devoted to the possibilities and constraints of integrating adult education and training in South Africa. The colloquium brought together 77 practitioners from various sectors of adult education and training, including representatives of the state adult education centers, industrial training boards, tertiary institutions, technical colleges, trade unions, nongovernmental organizations, employers, and ministries. This document presents the following papers: "The Changing Policy Development Context" (Jeanne Gamble, Clive Millar); "Views from the Ground" (Zweli Nokhatywa et al.); "Issues of Governance and Financing" (Papie Moloto, Judy Favish); "Life-Long Education: International Perspectives" (Bernt Gustavsson); "Reflections on the Day" (Zelda Groener, Keith Jackson); "Summary of Key Issues from the First Day (Shirley Walters); "Workshop on Integrating Adult Education and Training" (Adrienne Bird); "The Education, Training, and Development Practitioner (ETDP)" (Keith Jackson, Linda Cooper, Crispin Swart); and "Summary and Reflections" (Zelda Groener, Bernt Gustavsson, and Joe Samuels). Many papers are followed by a summary of the questions and discussion that occurred after their presentation. Appended are a list of acronyms, the colloquium agenda, and a list of colloquium participants. (MN)

ED 388 755 CE 069 793

Marshall, Judith
Literacy, State Formation and People's Power. Education in a Mozambican Factory. Adult and Nonformal Education Thesis Series.
PUB DATE- 90
NOTE- 353p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Colonialism; Economic Development; Educational Needs; Educational Objectives; Educational Practices; Educational Trends; Ethnography; Foreign Countries; *Government School Relationship; *Literacy Education; Nonformal Education; *Political Power; *Political Socialization; Qualitative Research; Questionnaires; Role of Education; School Community Relationship; Social Change; Socialism
IDENTIFIERS- *Mozambique; *Workplace Literacy

The relationship between literacy and "people's power" within the context of Mozambique's project of socialist reconstruction was explored through an ethnographic analysis of literacy education practices at the Matola Industrial Company, which is considered one of many embodiments of Mozambique's colonial past. First, the role of the colonial schooling system as an instrument to create failure rather than success in schooling and thus regulate flows of cheap labor was examined along with the relationship between literacy, the popular state, and people's power and the spontaneous movement of self-education in Mozambique. Next, qualitative methods were used to examine the following: the fundamental tensions between time for schooling and time for production in the workplace-based literacy program at the Matola Industrial Company; the role of literacy centers as "spaces" for social communication; the interlocking

ED 388 773   CE 070 147

Birkenholz, Robert J., Ed.; Schumacher, Leon G., Ed.
Peak Performance...Reaching for Excellence in Agricultural Education Research. Proceedings of the Annual National Agricultural Education Research Meeting (22nd, Denver, Colorado, December 1, 1995). Volume XXII.
PUB DATE- 1 Dec 95
NOTE- 571p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Agricultural Education; Career Development; Cognitive Style; Distance Education; *Educational Research; Higher Education; Minority Groups; Secondary Education; *Student Attitudes; *Teacher Attitudes; Teaching Methods

The theme of this conference reflects the continuing need to conduct and report research that addresses significant problems and issues in Agricultural Education. Selected research papers are as follows: "Opportunities and Obstacles for Distance Education in Agricultural Education (AE)" (Murphy, Terry); "Faculty Needs Associated with Agricultural Distance Education" (Murphy, Terry); "Learning Styles of Agricultural Distance Learners" (Miller); "Effectiveness of Distance Learning Courses" (Swan); "A National Validation Study of Research Priorities for Adult Education" (Harbstreit et al.); "Goals Met by Adult Organizations in AE, Nationally" (Dormody et al.); "Analysis of the Inservice Needs of Beginning Teachers of Agriculture" (Garton, Chung); "Conducting AE Research Using Electronic Surveys" (Kawasaki et al.); "Using Assessment Information in Educational Decision Making" (Kershaw, McCaslin); "Perceptions of Secondary School Principals toward AE" (Jewell); "Arkansas Agriculture Teachers' Opinions Concerning Science Credit for Agriculture" (Johnson); "Factor Analysis of Attitudes of Illinois Guidance Counselors toward Agriculture Programs" (Dyer, Osborne); "Toward a Model for Increasing Cognitive Level Reached by Students in College Classrooms" (Whittington); "Decision Cases versus Traditional Lecture in a University Agriculture Course" (Allen et al.); "Interaction in the Distance Education Setting" (King, Doerfert); "Computer Use, Experience, Knowledge, and Attitudes of Extension Personnel" (Park, Gamon); "Distance Education Needs of Cooperative Extension Agents" (Jackson et al.); "Effects of Teaching Approach on Problem Solving Ability of AE Students with Varying Learning Styles" (Dyer, Osborne); "Learning Style" (Torres, Cano); "Factors Influencing Enrollment in AE Programs as Expressed by Iowa Secondary AE Students" (Reis, Kahler); "Evaluating the Physical Accessibility of Indiana High School AE Facilities" (Ploss, Frick); "Present and Future Emphasis of Secondary School Agricultural Mechanics Programs in the United States" (Laird, Kahler); "Mathematical Problem-Solving Proficiency of AE Teachers in Alabama" (Hunnicutt, Newman); "Attitudes of University of Illinois College of Agriculture Freshmen toward Agriculture" (Dyer et al.); "Comparison of the Career Choice and Job Satisfaction of Scholarship Recipients with Non-Scholars in a College of Agriculture" (Fraze, Ritz); "Food and Agriculture Awareness of Land Grant University Education Faculty" (Elliot, Frick) "Defining Internationalization for Extension" (Ludwig, Barrick); "Agent Turnover in Ohio State University Extension" (Rousan, Henderson); "Safety Attitudes of Agricultural Mechanics Students and Their Relationships to Selected Variables" (Lawver, Fraze); "Career Decision-Making

Applications; *Mathematics Instruction; Numeracy; *Quality Control; Student Evaluation

IDENTIFIERS- *Workplace Literacy

This workplace skills course on mathematics is a review of basic number concepts focused on helping participants to understand and be able to record filling level data accurately. The introductory materials in the curriculum guide include a course outline, course objectives, a topical outline, information on course length and continuing education units, and resources. Lesson plans for six sessions are provided on the following topics: decimals (place value/addition/subtraction/multiplication); decimals (rounding/order); metrics; specific gravity; averages; calculators; weights; percents; tolerance; and estimation. The session materials include objectives, topics, methods, evaluation criteria, a pretest, information sheets, and handouts. (KC)

ED 388 793 CE 070 177

Meier, Jean

Math on the Job. P.R.I.D.E. People Retraining for Industry Excellence.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 95

NOTE- 138p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Competency Based Education; Curriculum Guides; Instructional Materials; Labor Force Development; Learning Activities; *Literacy Education; *Mathematical Applications; *Mathematics Instruction; Mathematics Materials; Mathematics Skills; *Numeracy

IDENTIFIERS- Workplace Literacy

This guide, part of a series of workplace-developed materials for retraining factory workers, provides teaching materials for a workplace mathematics course. The course is a review of basic number concepts focused on helping participants to understand the meaning of numbers and arithmetic operations. The introductory materials include a course outline, course objectives, a topical outline, information on course length and continuing education units, and resources. Lesson plans for 12 sessions are provided on the following topics: math anxiety, place value, multiplication and division tips, addition and subtraction shortcuts, problem solving, whole number operations, rounding, estimation, decimal operations, decimals in job-related situations, decimal applications, tolerance, radius and diameter, fractions and mixed numbers, converting fractions to decimals, reading a fractional inch scale, screw measurement, metric and English systems, percents, graphs, charts, paychecks, benefits, ratio and proportion. The session materials include objectives, topics, methods, evaluation criteria, a pretest and a posttest, information sheets, and handouts. (KC)

ED 388 794 CE 070 178

Meier, Jean

Math Refresher/Statistical Process Control. P.R.I.D.E. People unit consists of learner outcomes, key ideas, definitions, teaching strategies and methods, and suggested learning activities. Eighteen supplements include information and activity sheets on the following: self-esteem; parenting roles in the parents' lives; building self-confidence; developmental expectations of school-age children; parents' view of children; helping children develop; children's motivators; general things you can do for a child; television for children; parents' attitudes; reactions to children's behavior; verbal messages; discipline or punishment; building confidence; children's actions and caregiver's reactions; and setting limits for children. A bibliography lists 36 references. The Illinois goals for world-class education for the 21st century also are included. (KC)

ED 388 812 CE 070 207

Strengthening Parenting Skills: Teenagers. Learning Guide 3. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 41p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; *Adolescents; Adult Education; Behavioral Objectives; Childhood Needs; Competency Based Education; Developmental Stages; Developmental Tasks; Educational Resources; Family Environment; Homemaking Skills; Learning Activities; Out of School Youth; Parent Child Relationship; Parent Education; *Parenting Skills; Parent Role; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Illinois

This learning guide is designed to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations) so that these individuals learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. This learning guide contains five competency units that provide information on parenting skills for parents of teenagers. The competency units cover the following topics: (1) expectations for the physical, mental, emotional, and social development of adolescents; (2) ways to assist adolescents in their development; (3) differences in family situations that affect parenting; (4) appropriate methods of coping with stress; and (5) supportive services available to parents. Each competency unit consists of learner outcomes, key ideas, definitions, teaching strategies and methods, and suggested learning activities. Thirteen supplements include information and activity sheets on the following: adolescent development; minute dramas illustrating typical problems; case studies; parent reactions to typical situations with teenagers; children in one-parent families; single parents; and stress and stress reduction. A bibliography lists 19 references. The Illinois goals for world-class education for the 21st century also are included. (KC)

ED 388 813 CE 070 208

Preventing Teen Pregnancy. Learning Guide 4. Project Connect. Linking Self-Family-Work.

creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. Five competencies are addressed: determine expectations in the motor/physical, mental/intellectual, emotional, and social development of adolescents; describe ways to assist adolescents in their development; identify differences in family situations that affect parenting; identify appropriate methods of coping with stress; and investigate supportive services available to parents. Thirteen supplements contain information and activity sheets on the following: developmental expectations (13-18 years), minute dramas, case studies, one-parent families, and stress. A bibliography contains 29 items. (YLB)

ED 388 829 CE 070 224

Preventing Teen Pregnancy. Secondary Learning Guide 4. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 61p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Behavioral Objectives; Competency Based Education; Consumer Education; Cultural Differences; *Early Parenthood; Economically Disadvantaged; Family Life Education; *Family Planning; Family Problems; Family Relationship; Family Work Relationship; *Home Economics; Homemaking Skills; Instructional Materials; Learning Activities; Parent Child Relationship; *Pregnancy; Prevention; Secondary Education; State Curriculum Guides; Teaching Guides; *Venereal Diseases
IDENTIFIERS- Illinois

This competency-based secondary learning guide on preventing teen pregnancy is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. Four competencies are addressed: predict the consequences for self, partner, and families in case of pregnancy; explain the reproductive systems; evaluate methods of birth control and prevention of sexually transmitted diseases; and determine the risks associated with sexually transmitted diseases and the procedures in diagnosis and treatment. Twenty-one supplements more flexible and learner-centered curriculum. Pressures for these changes are both internal and external: the colleges' funding methodology encourages student retention and achievement, and being flexible is now an economic necessity for many colleges. This two-part paper first looks at the issues facing colleges that may be considering modularizing some or all of their programs in an effort to provide more flexibility. These issues include the following: the reasons for modularizing (such as providing access to education, increasing learner autonomy, and expanding into new markets); designing a modular program; managing change; staff development; and addressing other institutional needs. The second part of the paper is a case study looking at Barnsley College (England)--how it funded and introduced a highly successful and innovative flexible curriculum and is evolving into a learning rather than a teaching institution. The paper contains 21 references. (KC)

ED 388 847 CE 070 243

Wood, Joan B.
Curriculum Modules in Minority Aging.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- Mar 88
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Blacks; Course Content; Curriculum Guides; Educational Resources; *Females; *Gerontology; Learning Activities; Learning Modules; *Older Adults; *Rural Population; Rural Women
IDENTIFIERS- Virginia

These two curriculum modules are self-contained units focusing on older women of color (primarily African-American) and rural minority elders. The modules were developed as a product of a Model Gerontology Career Development Program in Institutions of Higher Education in Rural Areas through a consortium of colleges, universities, and agencies serving older adults in Virginia. The modules provide the basis for instruction for courses on gerontology that can be incorporated into two-year postsecondary curricula, four-year college programs, or postgraduate courses. The following components are included in each module: (1) introduction and rationale; (2) learning objectives; (3) content outline; (4) instructor's resource guide with cross-references to bibliographic materials, learning objectives; (5) post-test questions; and (6) annotated bibliography. Instructors may use these modules as free-standing units of instruction, e.g., for workshops or seminars. Or they can be incorporated into existing curricula in a variety of ways by selecting the resources and mode of instruction appropriate to the curriculum and level of instruction. The annotated bibliography for the women of color module includes 27 citations, and the bibliography for the rural minority elders module describes 19 resources. The content of the women of color unit includes information on the following: the term "of color," theoretical perspectives, research problems, objective measures of vulnerability, studies of mental health, family roles, caregiving patterns, social networks, problems in service use, and policy issues. The rural minority elders unit covers: these topics: demographics, how rural minority elders differ from nonminorities, core items essential for entry-level employment, and items needed to advance in environmental management. The OCAP guide also contains an academic job profile based on the Work Keys system that identifies the level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic competencies in communication, mathematics, and science that all students should master; and a specific list of academic competencies for environmental management. (YLB)

ED 388 865 CE 070 283

Horticulture. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 88p.; For other related profiles, see CE 070 281-294.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Behavioral Objectives; Career Development; *Competence; Competency Based Education; *Employment Potential; Entry Workers; Grounds Keepers; *Horticulture; *Job Skills; *Nurseries (Horticulture); *Occupational Information; Postsecondary Education; Secondary Education
IDENTIFIERS- DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives from Ohio. This OCAP identifies the occupational, academic, and employability skills (competencies) needed to enter horticulture occupations. These 11 units are included: general safety precautions; marketing and sales; merchandise handling; business management; facility maintenance; vehicle and tool maintenance; vehicular equipment operation; floral design; greenhouse plant production; turf and landscape operations; and nursery and garden operations. The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items, core items essential for entry-level employment, and items needed to advance in horticulture occupations. The OCAP guide also contains an academic job profile based on the Work Keys system that identifies the level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic competencies in communication, mathematics, and science that all students should master; and a specific list of academic competencies for horticulture. (YLB)

ED 388 866 CE 070 284

Marketing Management. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 76p.; For other related profiles, see CE 070 281-294.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Administration;

explored the relationship between literacy practices (at work and in the community) and levels of literacy. T. Scott Murray (Statistics Canada) considered the policy implications of the study findings. Major findings were as follows: (1) important differences in literacy skills exist across and within nations; (2) literacy skill deficits affect large proportions of the adult population; (3) literacy is strongly correlated with life chances and use of opportunities; (4) literacy is not synonymous with educational attainment; (5) literacy skills are maintained through regular use; and (7) adults with low literacy levels do not usually acknowledge or recognize they have a problem. (Seventy-one figures/tables are included. Appended are a list of survey participants and 82 additional tables detailing the distribution and practice of literacy.) (MN)

ED 388 882 CE 070 322

What Makes a Literacy Program Good? Some Ideas for Discussion.
PUB DATE- 17 Mar 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Demonstration Programs; *Literacy Education; Outcomes of Education; Program Content; Program Design; Program Development; *Program Effectiveness; Program Implementation

This paper describes seven ideas that would help a literacy program work well. Some examples are given to show how each idea could be used in different parts of a literacy program. Some questions are also listed that could stimulate discussion about each idea. The seven quality guidelines or ideas are as follows: (1) community focus--a good literacy program recognizes that each place of group of people has different needs and interests; (2) access to services--a good literacy program makes sure that the people who need the program can take part; (3) learner-centered approach--a good literacy program makes sure that learners have an equal voice in deciding what they want to learn and how they will do it; (4) effective programs and staff--a good literacy program makes sure that each learner has a positive learning experience and reaches as many goals as possible; (5) benefits from the program (equity of outcome)--a good literacy program makes sure that everyone gets what he or she needs from the program, to the best of each person's ability; (6) integration--a good literacy program helps adults to continue their learning; and (7) accountability--a good literacy program is managed and provides the best programs possible. (YLB)

ED 388 883 CG 025 952

Juhnke, Gerald A.
Mental Health Counseling Assessment: Broadening One's Understanding of the Client and the Clients Presenting Concerns. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

Canada: what Canadians admire. (JBJ)

ED 388 903 CG 026 616

Martin, Michael, Ed.; And Others
Solve Your Child's School-Related Problems.
PUB DATE- 95
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Conflict Resolution; Crisis Intervention; Elementary Secondary Education; Parent School Relationship; Stress Variables; *Student Behavior; Student Educational Objectives; Teacher Student Relationship; Youth

Even parents who are very involved in their children's day-to-day lives have difficulty resolving school problems, largely due to lack of information. This document outlines the workings of the public and private school systems and provides parents with methods for coping with common school-related problems that may affect their children. Topics of interest are arranged in alphabetical order and contain the following information: (1) summaries of the best studies, research, and conclusions reached by school psychologists on this issue; (2) a clear listing and explanation of red flags in the child's behavior that may indicate that professional help is needed; (3) solutions and approaches; and (4) details of what the school psychologist, and in some cases, other school personnel such as reading or speech-language pathologists will do for a child. Appendices in the document provide information on: (1) organizations and associations of help to parents; (2) tips for helping children through crises; and (3) samples of names and purposes of tests typically used by school psychologists. Also contains a detailed index. (SR)

ED 388 904 CG 026 617

Batten, Margaret; Russell, Jean
Students at Risk: A Review of Australian Literature, 1980-1994.
PUB DATE- 95
NOTE- 132p.; For a review of American, Canadian, and British Literature, see CG 026 618.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- At Risk Persons; Crime Prevention; Crisis Intervention; Curriculum; Delinquency; Foreign Countries; *High Risk Students; Literature Reviews; Low Achievement; Models; *Outcomes of Education; Prevention; *Program Descriptions; Resource Materials; School Holding Power; Secondary Education; Social Influences; *Youth Problems; *Youth Programs
IDENTIFIERS- *Australia

This literature review compiled a survey of Australian research related to identification of students at risk and school-related programs which respond to these risks. Thus, two major components of this report are titled "Student Retention and Risk Factors" and "Programs for Students at Risk." Students at risk were defined as those who left before completing Year 12. In part I, coverage of references on retention is followed by a description of risk factors and ways in which they are

Gillies, Robyn M.; Ashman, Adrian F.
Promoting Cooperative and Helping Behaviours in Student Work Groups through Training in Small Group Processes.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Active Learning; Cooperation; *Cooperative Education; *Cooperative Learning; Elementary Education; Elementary School Students; Foreign Countries; *Group Dynamics; Grouping (Instructional Purposes); Helping Relationship; *Learning Strategies; *Student Participation; Team Training
IDENTIFIERS- Australia

Research in recent years has demonstrated that cooperative learning is a highly effective classroom intervention that promotes student learning and development across a range of curriculum areas. This study compared the effects on behavioral interactions and achievement of: (1) cooperative learning in which members were trained to collaborate to facilitate each other's learning; and (2) cooperative learning in which members were not trained but were merely told to help each other, on 192 Year 6 children. Stratified random assignment occurred so that each four-person group consisted of one high-, two medium-, and one low-ability student. All groups were gender balanced. The children worked in their groups on the same social studies unit, three times a week for 12 weeks. The results indicated that the children in the Trained groups were consistently more cooperative and helpful to each other, they used language which was more inclusive (e.g., frequent use of "we"), and they gave more explanations to assist each other as they worked together. Furthermore, the children in the Trained groups achieved higher learning outcomes than their peers in the Untrained groups. (JEJ)

ED 388 924 CG 026 683

Steroids and Other Ergogenic Aids: A Resource Guide.
PUB DATE- 93
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletes; Athletic Coaches; Athletics; *Drug Education; Drug Use; High Schools; High School Students; *Illegal Drug Use; *Prevention; School Counselors; Social Influences; Social Problems; Teachers; *Youth Problems
IDENTIFIERS- *Steroids; Virginia

Steroids have become one of society's "short cuts" to athletic prowess and success. This guide includes information and teaching materials for educators and others who work with youth on how to teach that steroids are drugs, that drugs can harm and kill, and that a "no-use" policy applies to steroids as well as to alcohol and other drugs. It is designed to educate students about the dangers of anabolic steroids and other supposed body-enhancing drugs. Chapters are: (1) How to Use this Guide; (2) What are Steroids? (3) The History of Steroid Use; (4) Reasons for Steroid Use; (5) Social Influences that Encourage Steroid Use; (6) How Steroids are Used; (7) Risks and

NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Intervention; Elementary Education; *High Risk Students; Program Effectiveness; *Reading Instruction; Reading Programs; *Summer Programs
IDENTIFIERS- *Columbus Public Schools OH; Emergent Literacy; Reading Recovery Projects; Strategic Reading

This study examined the effectiveness of the Title 1 Elementary School Summer program that provided intervention to underachieving kindergarten through grade 5 pupils who were below average in reading ability at 7 schools located throughout the Columbus, Ohio public school district. The program featured group instruction (with many of the activities modeled after the Reading Recovery program) for 3.25 hours daily over a period of 22 days of instruction. The program also featured a parent component. Of the 785 pupils served, 649 (82.7%) met the attendance criterion for inclusion in the treatment group. Results indicated that: (1) 80.6% of the pupils in the treatment group read a minimum of 8 books; (2) 73% of the treatment group of pupils displayed all 3 strategic processing behaviors desired (constructing meaning, monitoring reading, integrating sources of information) at least once during the instructional period; (3) the 649 treatment group pupils (82.7% of all pupils served) represented 90.1% (707) of the total number of different parents or guardians involved in the program and 93.8% (2,702) of the total contacts made (2,881). Findings suggest that inservice sessions for parents should continue, similar parent inservices should be considered for the regular school year, and program developers should focus on developing the observational and instructional skills of the teachers involved rather than increasing the number of pupils served. (Contains four figures of data.) (RS)

ED 388 945 CS 012 293

Pollock, John S.
Middle School Summer Program. Title 1 Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Field Trips; Instructional Effectiveness; Intermediate Grades; *Mathematics Instruction; *Middle Schools; Parent Participation; *Reading Instruction; *Summer Programs
IDENTIFIERS- *Columbus Public Schools OH; *Middle School Students

A study examined the effectiveness of the Title 1 Middle School Summer program that provided students at two middle schools in the Columbus, Ohio public school district with background experiences to help them connect learning to living. Mathematics and literacy lessons were developed around travel experiences to museums, zoos, baseball games, Sea World, and German Village. The program also featured a parent component. Pupils attended the program 3 days a week for a total of 12 days during the 4-week program. Of the 45 pupils in grades 5 or 6 served, 43 (95.6%) met the attendance criterion for inclusion in the treatment group. Results indicated that (1) 90.7% of the pupils in the treatment group displayed at least two problem solving strategies; (2) 88.4% of the treatment group displayed at least 2 literacy strategies; (3) 90.7% used at least 2 types reading instruction are examined in chapters 3 and 4. Chapter 5 contains teachers' reports on their professional development; chapter 6 deals with students' reports of their independent reading behaviors. Contains 65 tables of data. Appendixes provide a summary of participation rates, reporting subgroup(s) definitions, advice on drawing inferences from the results, and revisions to the 1992 and 1994 findings. (RS)

ED 388 964   CS 214 971

Crowther, Eleanor
An Independent School Library-Classroom-Parent Partnership Program To Encourage Respect, Responsibility, Courtesy, and Caring for Students Prekindergarten through Eighth Grade.
PUB DATE- 95
NOTE- 106p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Childrens Literature; Class Activities; *Educational Environment; Elementary Education; *Elementary School Students; Learning Activities; *Literature Appreciation; Parent Participation; *Social Values; *Student Attitudes; *Student Behavior; Thematic Approach

A practicum was designed to enhance prekindergarten through eighth grade students' standards of conduct with the assistance of parents, teachers, and the school librarian. Literature themes, discussions, and five special programs were the major components for an 8-month period. Students were encouraged to exhibit positive behaviors, and respect, responsibility, courtesy, and caring were highlighted. Values through literature themes were promoted during regularly scheduled library classes, which extended into the classrooms. The literature component arranged by grade used books, poems, read alouds, partner reading, and storytelling, discussions, dilemma situations, and self esteem and mediation techniques, along with role play and video formats. The 5 special programs (Family Poetry Night; Family Stories Read Aloud Day; Sleeping Beauty, An Urban Retelling; International Day; and Keats and Special Friends Day) involved parents and provided opportunities for all grades to participate. Analysis of the data revealed fewer incidents of behavior requiring disciplinary action. Some students were better able to settle differences among themselves and utilize techniques shared and discussed (such as "Stop, Think, Act, and Review"). Literature themes and discussions raised awareness, along with the messages in posters, signs, and quotes. Observations and teacher feedback indicated that the school climate was enhanced, and an environment of cooperation was more evident. Contains 7 figures of data and 71 references. Appendixes contain 11 materials from the practicum, including standards of conduct, attitude survey instrument, character education resources, practicum overview by grade, library bibliography, and mediation techniques. (Author/SR)

ED 388 965   CS 215 047

Mirel, Barbara
Writing Assessment in a Competence-Based Undergraduate Program for Adult Students.
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

Simpson, Roger; And Others
Enhancing Empathy in the Trauma Victim Interview: What Was Learned from Journalism Students.
PUB DATE- Aug 95
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Best available copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Communication Problems; Communication Research; Communication Skills; Higher Education; Instructional Effectiveness; *Interviews; *Journalism Education; Journalism Research; *Role Playing; Teaching Methods; *Victims of Crime
IDENTIFIERS- Traumas

This paper details the introduction of trauma interview instruction to the journalism classroom. The paper begins by summarizing what has been learned from the academic and trade literature, followed by a detailed explanation of the role play exercise, the principal method of investigation in the paper. The paper also discusses the reactions of the three graduate students chosen to play the bereaved individuals in the role-play and the responses of the undergraduate students who played the reporters sent to interview the victims. The findings support the value of role play in classroom instruction and suggest the need for careful training in preparation for the trauma victim interview. Contains 2 unnumbered tables of data and 25 notes. Appendixes present role-playing information for the victims and for the reporters. (Author/RS)

ED 388 983 CS 215 122

Dickson, Tom
Knight's Paradigm and Scholastic Press Freedom.
PUB DATE- Aug 95
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Censorship; *Freedom of Speech; Higher Education; High Schools; National Surveys; *School Newspapers; *Teacher Role
IDENTIFIERS- Advisor Role; Hazelwood School District v Kuhlmeier; *Prior Restraint (Censorship); *Prior Review; Scholastic Journalism

A study investigated whether scholastic journalism educators agree on definitions of prior review and prior restraint. A total of 83 officers or directors of local, state, or national scholastic journalism organizations, including the membership list of the Scholastic Journalism Division of the Association for Education in Journalism and Mass Communication, completed surveys regarding prior review and prior restraint. Consensus definitions of prior review and prior restraint based upon responses to the survey emerged--prior review is reading newspaper copy before publication by a school employee; and prior restraint is any prohibition against publication made by the adviser, the principal, or any other school employee. Results also indicated that: (1) advisers should correct misspellings and factual errors in copy but should not stop

DESCRIPTORS- Childrens Literature; Class Activities; Cooperative
  Learning; Critical Thinking; Elementary Education; *Fiction;
  *Literature Appreciation; Student Projects; Units of Study
IDENTIFIERS- *Jumanji

Intended as an aid to elementary school teachers, this 48-page handbook presents a literature unit based on the children's book, "Jumanji" by Chris Van Allsburg. It begins with sample lesson plans, a unit planner, getting to know the book and author, and suggestions for using the unit activities. Next, a section offers unit activities focusing on language arts, including pocket chart activities, story questions, following instructions, "J" words, and reader's theater. The next section contains unit activities that focus on related curriculum, including "J" songs, monkey manipulatives, monkeys' lunch, and patterns and designs. Finally, the handbook offers a culminating activity (based on a journey to Jumanji), and a bibliography. (SR)

ED 389 003 CS 215 227

Standards for the English Language Arts.
PUB DATE- 96
NOTE- 142p.; A Project of the National Council of Teachers of
  English and the International Reading Association. For a
  separately published "Professional Summary", see CS 215 228.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052),Reports -
  Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Classroom Techniques;
  *Elementary Secondary Education; *English Instruction;
  *Language Arts; Literacy; Program Descriptions; Student Needs
IDENTIFIERS- International Reading Association; National Council
  of Teachers of English; *National Standards

This book describes standards for the English language arts and defines what K-12 students should know about language and be able to do with language. The book presents the current consensus among literacy teachers and researchers about what students should learn in the English language arts--reading, writing, listening, speaking, viewing, and visually representing. The first chapter of the book (Setting Standards in the English Language Arts) addresses defining the standards and the need for standards. The second chapter (Perspectives Informing the English Language Arts Standards) discusses the content, purpose, development, and context of the standards. The third chapter presents the 12 standards in detail. The fourth chapter (Standards in the Classroom) presents elementary, middle-school, and high-school vignettes which illustrate how the standards might be implemented in the classroom. The book concludes that these standards represent not an end but a beginning--a starting point for discussion and action. A glossary (containing more than 100 terms), a list of participants, a history of the standards project, an overview of standards projects, state and international English language arts standards, a 115-item annotated list of resources for teachers, and a comment form are attached. (RS)

ED 389 004 CS 215 228

Standards for the English Language Arts: Professional Summary.
PUB DATE- 96
NOTE- 10p.; A Project of the International Reading Association
  and the National Council of Teachers of English. For the

ED 389 023 CS 509 081

Kruckeberg, Dean
1987 Revisited: Is It Time for a New Look?
PUB DATE- 26 May 95
NOTE- 14p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Curriculum Evaluation; Higher Education; *International Communication; Journalism; Mass Media; Multicultural Education; *Public Relations; Undergraduate Students
IDENTIFIERS- International Public Relations; *Professional Concerns

The 1987 Commission on Undergraduate Public Relations Education report "Design for Undergraduate Public Relations Education" is examined. Much has changed since that document was published yet much remains the same. Some specific challenges to the existing document include but are not limited to these: (1) multicultural and international demands placed on public relations practice; (2) demands for accountability by college and university administrators, accrediting agencies, governmental bodies, the tax-paying population at large, as well as students and their parents; (3) dynamic tension between industry demands and the goals of public relations educators; and (4) continuing resentment of and discrimination against public relations by other mass communication and communication educators. In spirit and in its specific recommendations, the 1987 commission report is analogous to the 1990 Gold Paper No. 7 of the International Public Relations Association entitled, "Public Relations Education--Recommendations and Standards." However, the Gold Paper was far more realistic and far-sighted. A landmark "must read" book for all communication educators is R. O. Blanchard and W. G. Christ's "Media Education and the Liberal Arts: A Blueprint for the New Professionalism"--a must read because of its provocative theses. While their criticism of sequentially organized curriculums has some virtue, it could, if misapplied, take public relations programs in a direction that the authors are attempting to steer clear of, e.g., a program in which students become jacks of all trades and masters of none, a program with no discernible standards. Public relations needs to continue to assess its place in the academy and as a professional area of practice. (Includes 23 notes.) (TB)

ED 389 024 CS 509 082

Kruckeberg, Dean
Public Relations Education and Outcomes Assessment: An Immediate Challenge for Educators.
PUB DATE- 8 Aug 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060),Speeches, Conference Papers,

DESCRIPTORS- British National Curriculum; *Educational Assessment; Educational Change; *Educational History; *Effective Schools Research; Elementary Secondary Education; Foreign Countries; Policy Formation; *School Effectiveness
IDENTIFIERS- *Great Britain

This book examines the American and British perspectives of effective schools to answer the following questions: How effective have schools been? Are they effective now? How do we know? and What do we mean by "effective schools"? The book analyzes the changes and reasons for the changes in ways in which schools have been considered effective. A major focus is the research-based movement that developed in the 1970s in Great Britain, the United States, and elsewhere. The book traces the development of the American and British research and the ways in which it affected American school policy and practice, and failed to do so in competition with national policies aimed at a national curriculum and assessment. To understand the nature of effective-schools research, the book places it in the context of 19th- and 20th-century assessments of what, in Great Britain, has constituted a good school. The book describes the power of inspectors, examinations, governments, managers, and others to make judgments and to define evaluation criteria, and discusses ways in which research became influential. Each chapter contains references. (LMI)

ED 389 043   EA 027 128

Greenwood, Malcolm S.; Gaunt, Helen J.
Total Quality Management for Schools.
PUB DATE- Jun 95
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; *Educational Planning; Educational Quality; Elementary Secondary Education; Foreign Countries; Marketing; Organizational Change; *Organizational Climate; *Organizational Development; *Quality Circles; *Total Quality Management
IDENTIFIERS- *United Kingdom

Education in the United Kingdom has been shaped by the advent of local school management and the rapid growth of grant-maintained schools. Total Quality Management (TQM) offers a new way of looking at management principles and structures by identifying the needs of both internal and external customers. This book applies principles of TQM specifically to educational management. Chapter 1 explains the origins of TQM and chapter 2 offers stories of two outstanding American teachers who applied the TQM paradigm to their work. Chapters 3 through 5 present suggestions for defining quality, developing a positive school-marketing approach, and understanding organizational processes. Ways to change the corporate culture and transform members of an organization are described in the fourth and fifth chapters. The sixth and seventh chapters deal with changing the culture and transforming staff. The eighth and ninth chapters describe the costs of achieving quality and statistical process control in the classroom. Chapters 10 through 14 describe how to plan for quality, why TQM programs sometimes fail, the core values of Deming's work, the teacher-student relationship, and the research in schools or colleges. Issues of ethics and quality are discussed in the final chapter. Two tables, 28 figures, and subject and author indexes are included. (LMI)

ED 389 062 EA 027 167

How Education Spending Matters to Economic Development.
PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Economic Development; *Educational Finance; Elementary Secondary Education; *Expenditures; Performance; Resource Allocation

This booklet presents findings of a study that examined the link between state education spending and economic development. Chapter 1 defines economic development and identifies principles of successful economic development. Chapter 2 examines in what way education (described in terms of human capital) is important to economic development and how this is known. The third chapter examines the link between education spending and economic development and describes how education spending has been shown to have a positive impact on a variety of economic outcomes, including jobs and earning. Chapter 4 explores the important relationship between education spending and student achievement by looking at both sides of the debate over whether "money matters." The economic-development consequences of acting as though money did not matter are examined in the fifth chapter. Chapter 6 presents the conclusion that increased spending on education can have a significant impact on a city's, region's, or state's economy, if done properly, and suggests ways that states can make education investments to achieve this impact. The conclusion is that simply investing more money in education--without changes in the way education dollars are spent--will not alone lead to greater student outcomes. Economic spending must be increased, especially in poor districts, if all students are to be provided with equal opportunities to learn the skills required for success in the new economy. Cities and states can make wise choices by looking at education spending as one of the most critical investments in long-term economic health. Two figures are included. (LMI)

ED 389 063 EA 027 168

Rossi, Robert J.; And Others
Evaluation of Projects Funded by the School Dropout Demonstration Assistance Program. Final Evaluation Report. Volume I: Findings and Recommendations.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 231p.; For Volume II, see EA 027 169.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delivery Systems; *Dropout Prevention; *Dropout Programs; Dropout Research; Elementary Secondary Education; Federal Programs; Organizational Climate; Outcomes of Education; Potential Dropouts; *Program Effectiveness; Rehabilitation Programs; Special Needs Students
IDENTIFIERS- *School Dropout Demonstration Assistance Program

In 1988, the United States Congress passed legislation that

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Economic Factors; *Educational Demand; Elementary Education; *Enrollment Influences; Family School Relationship; Foreign Countries; *Parent Influence; Public Schools; Rural Areas; Rural Economics; School Choice; *Socioeconomic Influences; Socioeconomic Status
IDENTIFIERS- *Ethiopia

This paper presents findings of a study that examined the role of economic, social, and logistical factors on Ethiopian parents' decisions whether or not to enroll their children in public primary school. Data were obtained from a survey of four rural regions in Ethiopia--130 households per region. Findings indicate that parents made enrollment decisions based primarily on economic conditions. Because formal sector employment is difficult to obtain, many parents elected to keep their children away from school, preferring them to engage in productive household/farming activities. Although parents cited economic opportunity as the primary motivation for sending children to school, they identified economic constraints as the major obstacle for doing so. A positive relationship was found to exist between parental socioeconomic status and their children's enrollment status. A significant relationship was not found between parents' educational level and enrollment of their children. Seven tables are included. (LMI)

ED 389 083 EA 027 195

Naftchi-Ardebili, Shahin
Parents' Views of Their Involvement at Home, in ESEA Chapter 1 Programs, and at School: Impact on Parents and Their Children.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Economically Disadvantaged; *Educationally Disadvantaged; Elementary Education; Family School Relationship; *Parent Influence; *Parent Participation; Parent Student Relationship; Program Effectiveness; Special Needs Students
IDENTIFIERS- *Chicago Public Schools IL

This paper presents findings of a study that investigated parent's views of their involvement with their children in Elementary and Secondary Educational Act (ESEA) Chapter 1 programs, in school activities, and at home. Chapter 1 students in the study were low achievers from economically disadvantaged family backgrounds in the Chicago Public Schools. There are four types of compensatory educational programs for Chapter 1 students: self-contained, pullout, pullout-in-class, and extended-day. The study examined the degree of parental involvement, the impact and effect of Chapter 1 parent-training programs on types of parental involvement, and the effect of parental involvement on children's academic achievement and school attendance. Data were collected from a survey of 212 parents from 96 Chicago public schools. Parents reported much

DESCRIPTORS- Academic Achievement; *Disabilities; Grade 5; *Inclusive Schools; Intermediate Grades; Mainstreaming; *Mathematics Achievement; *Outcomes of Education; Program Effectiveness; *Reading Achievement; Standardized Tests

This study compared math and reading achievement in the fifth grades of two suburban elementary schools, one which utilized a traditional approach of pull-out special education classrooms and the other which utilized an inclusion program for special education services. The Texas Assessment of Academic Skills (TAAS) was used to measure the math outcomes of 98 fifth graders and the reading outcomes of 80 fifth graders at the inclusion school, and the math outcomes of 143 fifth graders and the reading outcomes of 129 fifth graders at the traditional school. Chi square analysis reflected no significant difference in passing rates on the TAAS in math and reading between the two groups. The study concluded that the decision as to which program is more beneficial cannot be made based solely on expected academic improvements. Appendixes include a student attitudes survey instrument, data tables, and a paper on inclusion. (Contains 20 reference notes.) (DB)

ED 389 103 EC 304 388

Hannaford, Carla
Smart Moves: Why Learning Is Not All in Your Head.
PUB DATE- 95
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Deficit Disorders; Cognitive Processes; Elementary Secondary Education; Emotional Development; Hyperactivity; Learning Activities; *Learning Problems; Movement Education; Neurology; Nutrition; *Perceptual Motor Learning; *Physical Development; *Psychomotor Skills; *Sensory Integration; Stress Management

This book examines the body's role in learning, by reviewing recent scientific insights into the ways that movement initiates and supports mental processes. Part 1 focuses on the brain and physical development, emphasizing the growth of the body/mind capacities with which we learn. It explores three distinct but interconnected kinds of body/mind processing: sensation, emotion, and thought. It also examines the ties that bind body, emotion, and thought together and looks at how movement anchors thought. In part 2, the book discusses the importance of movement and introduces Brain Gym, a coordinated set of integrative movements to enhance learning. Part 3 examines the need to manage stress, nutrition, and other physical requirements of learning. Stress is seen as extremely damaging to learning potential and as the root cause of many of the learning problems seen in people labeled as hyperactive or having attention deficit disorder or attention deficit hyperactivity disorder. (Contains extensive reference notes for each chapter.) (DB)

ED 389 104 EC 304 389

Chan, Christina
Dealing with Sensory Integrative Dysfunction in the Classroom: A Guide for Early Elementary Teachers.
PUB DATE- 25 Feb 95

program. The diversity of local conditions is seen as making any system for evaluating special education costs difficult. (DB)

ED 389 122 EC 304 408

A Brief Overview of Nine States' Funding Policies for the Education of Children Residing in State Department of Mental Health or Department of Mental Retardation Facilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 91
NOTE- 9p.; A product of Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; *Emotional Disturbances; *Financial Policy; *Institutionalized Persons; *Mental Retardation; Public Policy; *Residential Schools; School Districts; Special Schools; State Agencies; State Departments of Education; State Schools; State Surveys

A nine-state survey determined fiscal policies regarding educating children with disabilities residing in state institutions of mental health or mental retardation. States included California, Colorado, Massachusetts, Michigan, Minnesota, South Carolina, Vermont, Virginia, and Wisconsin. It was found that predominantly state-appropriated dollars were used to pay for educating institutionalized children whose school was located at the institution. In some states, federal Chapter 1 monies were used to provide services supplemental to the state-operated special education programs. The states in the sample were about equally divided on the question of which state agency, Education, Mental Health, or Mental Retardation, pays the educational costs. Only in Minnesota and Colorado are the school districts directly involved in paying for some or all of the educational costs for children with disabilities residing in state mental retardation or mental health institutions. In Virginia, some State Department of Education monies that normally would flow to the home school district were diverted to the State Department of Mental Retardation. When special education took place off institutional grounds, there was a tendency for the State Education Agency and the local school districts to become involved in financial and programmatic areas. (SW)

ED 389 123 EC 304 409

Mandlawitz, Myrna
Crosswalking: The National Agenda and Goals 2000.
PUB DATE- Sep 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Disabilities; Educational Change; *Educational Improvement; Educational Legislation; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Federal Legislation; Position Papers
IDENTIFIERS- *Goals 2000

A chart/graph format illustrates the overlaps between the national educational goals contained in the Goals 2000: Educate America Act and with "National Agenda for Achieving Better Results for Children and Youth with Disabilities" document.

into interest-based adjustments, adjustments based on learning profile, and readiness-based adjustments. These last adjustments involve offering students a range of learning tasks developed along eight continua as follows: (1) concrete to abstract, (2) simple to complex, (3) basic to transformational, (4) fewer facets to multi-facets, (5) smaller leaps to greater leaps, (6) more structured to more open, (7) less independence to greater independence, and (8) slower to quicker. Suggested strategies for managing a differentiated classroom include: use of multiple texts and supplementary materials, interest centers, learning contracts, compacting, and group investigation. Teachers are urged to prepare students and parents for a differentiated classroom, attend to issues of classroom structure and management, and plan with team members and other colleagues interested in differentiation. (DB)

ED 389 142 EC 304 429

Henderson, Kelly
Overview of ADA, IDEA, and Section 504. ERIC Digest E537.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights Legislation; Compliance (Legal); *Disabilities; Due Process; *Educational Legislation; Elementary Secondary Education; Federal Aid; *Federal Legislation; Financial Support; Legal Responsibility; Rehabilitation; *Special Education; Student Evaluation; Student Placement
IDENTIFIERS- *Americans with Disabilities Act 1990; ERIC Digests; *Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This brief paper presents a comparative overview of three major federal laws affecting people with disabilities: the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. Presented in chart form, the three pieces of legislation are compared for the following aspects: (1) type/purpose; (2) who is protected; (3) responsibility to provide a free, appropriate public education; (4) funding to implement requirements; (5) procedural safeguards; (6) evaluation/placement procedures; and (7) due process. Also included are the telephone numbers of two information lines and a list of seven suggested resources. (DB)

ED 389 143 EC 304 430

National Study on Inclusion: Overview & Summary Report.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; Educational Change; *Educational

builders for the students are suggested, including what a second language learner may bring into the classroom in terms of cultural differences, nonverbal communication; and interpersonal skills. (NAV)

ED 389 160 FL 022 527

TESOL Resource Packet: Is Your School Helping Its Language Minority Students Meet the National Educational Goals?
PUB DATE- 95
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Academic Standards; *Bilingual Education; Classroom Communication; Classroom Environment; Classroom Techniques; *Educational Quality; Educational Strategies; Elementary Secondary Education; *English (Second Language); English for Academic Purposes; Interdisciplinary Approach; Language Research; *Limited English Speaking; Literacy Education; Mainstreaming; Professional Associations; Program Descriptions; Program Design; Quality Control; Revision (Written Composition); Second Language Instruction; Second Language Learning; Second Language Programs; Teacher Attitudes; *Teacher Education; Transitional Programs; Whole Language Approach; Writing (Composition)
IDENTIFIERS- *Content Area Teaching; Goals 2000; *Language Minorities

The collection of articles from publications of the Teachers of English to Speakers of Other Languages (TESOL) offers a theoretical basis for construction of effective English-as-a-Second-Language (ESL) programs. Articles address issues of national policy, content and design of academic programs, and the context for ESL learning. They are: "America 2000: A TESOL Response" (Mary Lou McCloskey, D. Scott Enright); "TESOL Statement of the Preparation of Primary and Secondary Teachers in the United States"; "TESOL Statement of the Education of K-12 Language Minority Students in the United States"; "TESOL Standards: Assuring Access to Quality Educational Experiences for Language Minority Students"; "Age and Rate of Acquisition of Second Language for Academic Purposes" (Virginia Collier); "How Long? A Synthesis of Research on Academic Achievement in a Second Language" (Collier); "A Conceptual Framework for the Integration of Language and Content in Second/Foreign Language Instruction" (Marguerite Ann Snow, Myriam Met, Fred Genesee); "The Cognitive Academic Language Learning Approach: A Bridge to the Mainstream" (Anna Uhl Chamot, J. Michael O'Malley); "Yes, Talking!: Organizing the Classroom To Promote Second Language Acquisition" (McCloskey, Enright); "Whole Language in TESOL" (Pat Rigg); "'You Stopped Too Soon': Second Language Children Composing and Revising" (Carole Urzua); "Kan Yu Ret an Rayt en Ingles: Children Become Literate in English as a Second Language" (Sarah Hudelson); The Bilingual/ESOL Curriculum Framework of the Denver Public Schools" (Janet K. Ramsay); and "ESL: The Regular Classroom Teacher's Perspective" (Joyce Penfield). (MSE)

ED 389 161 FL 023 120

Pan, Yuling
Implementing Cultural Elements in Chinese Teaching.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English

volumes, see FL 023 358-364.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Change Strategies; Educational Research; Elementary Secondary Education; *Limited English Speaking; Literature Reviews; *Organizational Change; *Research Methodology

Two reports on institutional change and its effect on the education of limited-English-proficient (LEP) students are presented. The Task 12 report addresses the content and processes of change through which federal efforts can best benefit LEP students. It gives an overview of the review, discusses that nature of educational and institutional change, and looks at the use of strategic planning for change within school districts, concluding with a model for describing school change efforts. The Task 13 report presents the findings of a focus group concerning the purposes and approach of such a study, models for studying both content and process of school change, and methodology. Specific recommendations are made in each area. Substantial appended materials include a list of focus group participants, schedules and agendas for focus group meetings, and the written recommendations of each participant. (MSE)

ED 389 181 FL 023 362

Bennici, Frank J.; And Others
Special Issues Analysis Center (SIAC). Annual Report: Year Three. Volume V: Task Order D100 Report--An Analysis of Language Minority and Limited English Proficient Students from NELS:88. Task Order D150 Report--An Analysis of Educational Services for Language Minority and Limited English Proficient Early Elementary School Students Based on Prospects: The Congressionally Mandated Study of Compensatory Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 106p.; The SIAC annual report for year 3 consists of seven volumes, see FL 023 358-364.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Compensatory Education; Data Analysis; Elementary Secondary Education; *English (Second Language); Followup Studies; Grade 1; *High School Students; *Limited English Speaking; Minority Groups
IDENTIFIERS- *Language Minorities

Two reports concerning the education of limited-English-proficient (LEP) students are presented. The Task D100 report summarizes demographic characteristics and key research issues associated with high-school-age youth, including students and dropouts, who are identifiable as language minority and LEP in the National Educational Longitudinal Study of 1988 (NELS:88). It also examines the aspirations of these students at the base year and in a follow-up survey, describes school programs and courses for this population, and describes student persistence and academic performance through high school. The Task D150 report focuses on first-grade cohort data from an earlier study and explores other data describing services available to language minority and LEP students. Special attention is given to Chapter 1 programs. (MSE) in San Diego, California. The primary text is "Los Dinosaurios Gigantes," a core literature book used in the school district. Lessons are based on the whole language philosophy and cooperative grouping strategies, exploring language arts/science, mathematics, social studies, and English language development. Hands-on activities and opportunities are highly recommended. The lesson unit is for one week, 25-30 minutes per day. Language levels include pre- and early production, speech emergence, and intermediate fluency. Instructional components are second language development, primary language instruction, specially designed academic instruction in the second language, cross-cultural/self-esteem building, and parent/community involvement. Instructional objectives, unit goals, homework, and assessment are described. Appendixes contain English and Spanish handouts. (Contains 7 references.) (NAV)

ED 389 202 FL 023 409

McCoy, John A.
Student Validation of Primary Source Documents A Fully Integrated Instructional Unit.
PUB DATE- Jul 95
NOTE- 138p.; For related instructional units, see FL 023 405-410.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Community Involvement; Elementary Education; *English (Second Language); *History Instruction; Lesson Plans; *Limited English Speaking; Native Language Instruction; Parent Participation; *Primary Sources; Science Instruction; Self Esteem; Spanish; Spanish Speaking; State Departments of Education; Units of Study; Vocabulary Development
IDENTIFIERS- *California

These elementary school lessons plans in English and Spanish are described to offer assistance in basic study skills on California history/social studies using multilingual, primary source documents, such as photos, maps, newspaper articles, and pictures, and copies of official documents for limited-English-proficient (LEP) students. Four basic instructional components are detailed: English Language Development; Specially Designed Academic Instruction in English; Primary Language Instruction; and Self-Esteem/Positive Self-Image Cross-cultural component. Amount of instruction time for the 5-day lesson varies with student abilities in English. Instructional components cover second language development, primary language instruction, specially designed academic instruction in second language, cross-cultural/self-esteem building, and parent/community involvement. (NAV)

ED 389 203 FL 023 410

Yturralde, Nancy
Transportation, with Sub-Themes Communities and Careers. A Fully Integrated Instructional Unit.
PUB DATE- 95
NOTE- 69p.; For related instructional units, see FL 023 405-409.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; Community Involvement; English (Second Language); *Grade 1; *History Instruction; Lesson Plans; *Limited English Speaking; Native Language Instruction;

hierarchies organized through class, race/ethnicity, and gender that affect literacy students' and teachers' lives; and experiences of literacy as indicators of fundamental problems in the broader process of socialist construction and the movement for renewal within state-sponsored literacy programs. (Contains 18 tables/figures and 181 references. Appended are the survey instrument and two discussion documents examining problematic areas in ABE in the Matola Industrial Company.) (MN)

ED 388 756 CE 069 828

Sweet, Richard
Linking Schools and Workplaces: Lessons from Australia and Overseas.
PUB DATE- Oct 95
NOTE- 20p.; Paper presented at the National and International Convention of the Australian Institute of Training and Development (Port Douglas, Queensland, Australia, September 30-October 6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Cooperative Programs; Educational Benefits; Educational Policy; *Educational Practices; Educational Strategies; Educational Trends; *Education Work Relationship; Foreign Countries; *Noncollege Bound Students; Outcomes of Education; Planning; Postsecondary Education; Program Effectiveness; Public Policy; *School Business Relationship; Secondary Education; Trend Analysis
IDENTIFIERS- *Australia; *Sweden

Efforts to link schools and workplaces in Australia, Sweden, and elsewhere were examined to identify preconditions and effective strategies for linking school to work in Australia. An Australian program that combines applied, contextualized learning structured according to industry standards with students' general education was shown to produce graduates with higher rates of participation in postsecondary education and lower unemployment rates than nonuniversity-bound completers of other secondary education programs. The relative ease with which Japanese and German students make the transition from school to work was attributed to three factors: employers value academic skills and invest in efforts to develop them; work-bound students exert effort because school performance is relevant to their future careers; and teachers have authority to give students access to jobs and to give employers dependable student evaluations. Special attention was paid to the operation and effectiveness of Sweden's new system of upper secondary education, which is based on an implicit partnership between employers and the state and which views enterprises and schools as co-educators and divides the curriculum between workplaces and schools. Links between schools and business were found to be strong in some industries such as construction and wood technology but weak in others, and resourcing was identified as a continuing problem. (Contains 11 references.) (MN)

ED 388 757 CE 069 969

Thompson, J. D. Ekundayo
Curriculum Development in Non-Formal Education.
PUB DATE- 95
NOTE- 119p.
LANGUAGE- English

Processes of Minority Youth in One Rural Mississippi Delta Community" (Wardlow et al.); "Barriers to Professional Careers as Perceived by Minority Professionals in Agriculture" (Wardlow et al.); "Mentoring Activities of Women Graduates in Agricultu

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ED 388 774 CE 070 153

Etling, Arlen; Maloney, Thomas
Needs Assessment for Extension Agents and Other Nonformal Educators.
PUB DATE- 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Advisory Committees; *Agricultural Education; Brainstorming; Check Lists; Counties; Data Collection; Discussion Groups; *Educational Needs; Evaluation Methods; *Extension Education; Interviews; *Needs Assessment; Questionnaires; Records (Forms); *Regional Planning; *Rural Extension; Secondary Education; Student Organizations; Tables (Data); Theories; Vocational Education
IDENTIFIERS- 4 H Clubs; Pennsylvania

This manual is designed to introduce extension workers to needs assessment theory and techniques in an applied context and to serve as a tool for planning and implementing county-level assessments of youths' needs for extension education (including 4-H programs). First, the following steps in the program planning process are explained: identify issues, determine needs, set goals and objectives, assess resources, form a plan, implement the plan, and evaluate results. Selected aspects of the needs assessment process are examined (including critical questions for needs assessments, examples of target groups and informants, reasons for conducting/not conducting needs assessments, and strategies). The following office techniques for conducting needs assessments are discussed and illustrated with sample forms/instruments: needs sheet/wall chart, resource inventories, review of office records, futures wheel, and reflective listening. The roles of the following data/data collection instruments in assessing needs are described: social indicators, written surveys, phone surveys, the nominal group process, county forums, focus group interviews, and brainstorming. Concluding the manual are a summary of Pennsylvania county youth needs assessments conducted during 1987-91 and lists of the following: other needs assessment techniques, common misuses of the needs assessment techniques described, and benefits of county advisory committees. (Contains 21 references.) (MN)

ED 388 775 CE 070 156

Gordon, Howard R. D.
Participation of VICA Members in Personal Development Activities.
PUB DATE- 95
NOTE- 16p.; For a related paper on assessment of personal development activities, see ED 386 602.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citizen Participation; Cooperation; *Individual Development; Leadership; Postsecondary Education; Secondary

Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 62p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Competency Based Education; Curriculum Guides; Instructional Materials; Job Skills; Labor Force Development; Learning Activities; Lesson Plans; *Literacy Education; *Mathematical Applications; Mathematical Concepts; *Mathematics Instruction; Mathematics Materials; Mathematics Skills; Numeracy; *Statistical Analysis; Units of Study
IDENTIFIERS- *Statistical Process Control; Workplace Literacy

This guide, part of a series of workplace-developed materials for retraining factory workers, provides teaching materials for a workplace mathematics course. The course is a review of basic number concepts focused on helping participants to understand the meaning of numbers and arithmetic operations. The introductory materials include a course outline, course objectives, a topical outline, information on course length and continuing education units, and resources. Lesson plans for four sessions are provided on the following topics: adding, subtracting, and multiplying decimals; using the metric system; calculating percents; interpreting control charts; and interpreting histograms. The session materials include objectives, topics, methods, evaluation criteria, a pretest and a posttest, information sheets, and handouts. (KC)

ED 388 795 CE 070 179

Burt, Lorna
Presentation Skills. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 49p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; *Communication Skills; Competency Based Education; Curriculum Guides; Instructional Materials; Job Skills; Labor Force Development; Learning Activities; *Literacy Education; *Public Speaking; *Speech Instruction; Student Evaluation
IDENTIFIERS- *Workplace Literacy

This guide, part of a series of workplace-developed materials for retraining factory workers, provides teaching materials for a workplace communication and public speaking course. The course is a review of basic speech concepts focused on helping participants to be comfortable in class discussions and speaking in front of an audience. Topics covered include the following: elements of a presentation, preparing presentations for varying time lengths, using visual aids, using question and answer sessions, and mental preparation for presentations. Applications of these concepts to presentations on the job are emphasized. The introductory materials include a course

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 45p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adult Education; Behavioral Objectives; Child Development; Child Health; Childhood Needs; Child Rearing; Competency Based Education; *Contraception; Developmental Stages; Developmental Tasks; *Early Parenthood; Educational Resources; Family Environment; Family Planning; Homemaking Skills; Learning Activities; Out of School Youth; Parent Child Relationship; Parent Education; *Parenting Skills; Parent Role; Pregnant Students; Prevention; State Curriculum Guides; Teaching Guides; Unwed Mothers
IDENTIFIERS- Illinois

This learning guide is designed to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations) so that these individuals learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. This learning guide contains four competency units that provide information for young people and parents about preventing teen pregnancy. The competency units cover the following topics: (1) predicting the consequences for self, partner, and families in case of pregnancy; (2) explaining the reproductive systems; (3) evaluating methods of birth control and prevention of sexually transmitted diseases; and (4) determining the risks associated with sexually transmitted diseases and the procedures in diagnosis and treatment. Each competency unit consists of learner outcomes, key ideas, definitions, teaching strategies and methods, and suggested learning activities. Twenty-one supplements include information and activity sheets on the following: feelings about being a parent; parenting costs; readiness for parenting; parenting and life plans; child rearing task costs; parenthood: when and why; effects a baby can have; the juggling act; case studies; the reproductive systems; myths or facts about preventing pregnancy; birth control choices; birth control methods; sexually-transmitted diseases; and signs and symptoms of having a sexually transmitted disease. A bibliography lists 27 references. The Illinois goals for world-class education for the 21st century also are included. (KC)

ED 388 814 CE 070 209

Balancing Work and Family. Learning Guide 5. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 65p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Competency Based Education; Educational Resources; Employer Attitudes; Employer Employee Relationship; Family Environment; *Family Work Relationship; Homemaking Skills; Learning Activities; Out of School Youth; *Parent Child Relationship; Parenting Skills;

contain information and activity sheets on the following: feelings about parenting, child rearing costs, the juggling act, reproductive system, birth control, and sexually transmitted diseases. A bibliography contains 32 items. (YLB)

ED 388 830 CE 070 225

Balancing Work and Family. Secondary Learning Guide 5. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 69p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Consumer Education; Cultural Differences; Economically Disadvantaged; Family (Sociological Unit); Family Life; *Family Work Relationship; *Home Economics; Homemaking Skills; Instructional Materials; *Job Satisfaction; Learning Activities; *Life Satisfaction; *Money Management; Secondary Education; State Curriculum Guides; Teaching Guides; *Time Management
IDENTIFIERS- Illinois

This competency-based secondary learning guide on balancing work and family is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. Five competencies are addressed: identify trends that influence work and family lifestyle choices; define work and family obligations (responsibilities); describe ways work and family affect each other; analyze personal situation to determine areas of needed improvement; and plan management strategies to increase work/school satisfaction and family satisfaction. Thirty-two supplements contain information and activity sheets on the following: attitudes and values, employer supports and benefits, role expectations, stress, the superwoman myth, analyzing priorities, survival tips, short- and long-term goals, and family budget. A bibliography contains 39 items. (YLB)

ED 388 831 CE 070 226

Making Consumer Choices. Secondary Learning Guide 6. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 55p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

characteristics of rural social structure, cultural characteristics, factors in formal service utilization, and in-migrating retirees. (KC)

ED 388 848 CE 070 246

Imel, Susan
For the Common Good. A Guide for Developing Local Interagency Linkage Teams. Revised Edition.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- Oct 95
NOTE- 43p.; For the first edition, see ED 347 391.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Agency Cooperation; *At Risk Persons; Continuing Education; *Cooperative Planning; Institutional Cooperation; Integrated Services; *Linking Agents; *Networks; Program Development; *Shared Resources and Services; Teamwork; Welfare Services
IDENTIFIERS- Ohio

This guide provides a framework for individuals and organizations to develop or strengthen local interagency linkage teams. The guide is revised from an earlier publication stemming from a project that facilitated the formation of local interagency linkage teams throughout Ohio. These teams focus on improving services to at-risk youth and adults through the development of collaborative interagency linkages. The guide proposes a series of steps, poses a number of questions, and provides planning forms and information about additional resources to assist interested persons in implementing the process of collaborative interagency linkage development to provide better services to at-risk clients. The process outlined in the guide is designed to help overcome many of the deterrents to interagency collaboration, such as shortage of time, lack of information, competition for scarce resources, distinct organizational structures, different geographical boundaries, and dissimilar calendars. The process includes a series of six steps, each forming a section of the guide: (1) assessing the local need and climate for interagency partnerships; (2) getting started; (3) forming the team; (4) establishing a collaborative relationship; (5) developing a plan; and (6) follow up and follow through. The guide includes three appendixes: an action plan form, a list of 19 agency resources and an annotated bibliography of 23 printed resources, and a synopsis of linkage projects in Ohio. (KC)

ED 388 849 CE 070 258

Finley, Amy, Comp.; Scott, Darryl, Comp.
Work-Based Learning Resource Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Applied Tech. and Adult Education.
PUB DATE- Aug 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Apprenticeships; Bibliographies; *Career

Business Communication; Career Development; *Competence; Competency Based Education; *Distributive Education; Economics; *Employment Potential; Entry Workers; Human Relations; *Job Skills; *Marketing; *Occupational Information; Postsecondary Education; Purchasing; Risk Management; Salesmanship; Secondary Education
IDENTIFIERS- DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives from Ohio. This OCAP identifies the occupational, academic, and employability skills (competencies) needed to enter marketing management occupations. These 12 units are included: marketing communications; economic concepts in marketing; risk management; human relations in marketing; basic marketing operations; market planning; promotion; selling; purchasing; marketing; management; and business environments. The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items, core items essential for entry-level employment, and items needed to advance in marketing management occupations. The OCAP guide also contains an academic job profile based on the Work Keys system that identifies the level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic competencies in communication, mathematics, and science that all students should master; and a specific list of academic competencies for marketing management. (YLB)

ED 388 867 CE 070 285

Early Childhood Education and Care. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 64p.; For other related profiles, see CE 070 281-294.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Development; *Child Care Occupations; *Child Development; *Competence; Competency Based Education; Day Care; Early Childhood Education; *Employment Potential; Entry Workers; *Job Skills; *Occupational Information; Postsecondary Education; Secondary Education
IDENTIFIERS- DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives from Ohio. This OCAP identifies the occupational, academic, and employability skills (competencies) needed to enter early childhood education and care occupations. The competencies are clustered into 10 units that cover the following topics: safe environment; healthy environment; learning environment; physical competence; intellectual competence; social and emotional development and positive guidance; positive and productive relationships with families; program operations in early childhood education and care; family day care; and commitment to professionalism. In addition, employability

Information Analysis Products (071)
DESCRIPTORS- Behavior Patterns; Client Characteristics (Human Services); *Counseling Techniques; Counselor Client Relationship; Data Analysis; *Data Collection; Evaluation; *Evaluation Methods; Evaluation Utilization; Personality Assessment; *Psychological Evaluation; Qualitative Research
IDENTIFIERS- ERIC Digests

Assessment is broader in scope than testing. Typically, assessment includes gathering and integrating information about a client in a manner that promotes effective treatment. This digest discusses how counselors can use assessment as a continuous process throughout treatment. It also reviews three common forms of assessment techniques which can be used in conjunction with testing: (1) Qualitative Assessment; (3) Behavioral Assessment; and (3) Past Records. Continuous assessment influences the direction of treatment for two reasons: (1) presenting concerns and client circumstances are not static and often need to be modified or re-ordered; and (2) assessment can aid in evaluating the efficacy of treatment. Continuous assessment allows comparisons between the client's initial baseline functioning and current functioning. Qualitative assessment techniques often consist of games and simulation exercises that are flexible, open-ended, holistic, and nonstatistical. Clients can process what they learned from the experience immediately within the counseling session. Behavior assessment looks at manifest behaviors. Emphasis is placed upon identifying antecedents to problem behaviors and consequences that reduce their frequency or eliminate them. Counselors should also utilize client's past records to identify important patterns and ineffective treatments. (JBJ)

ED 388 884 CG 025 953

Bobby, Carol L.; Kandor, Joseph R.
CACREP Accreditation: Assessment and Evaluation in the Standards and Process. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accrediting Agencies; Counselor Training; *Educational Assessment; *Educational Quality; Evaluation; Evaluation Criteria; Evaluation Methods; Higher Education; Institutional Evaluation; *Program Evaluation; Self Evaluation (Groups); *Standards
IDENTIFIERS- *Council for Accred of Counsel and Relat Educ Prog; ERIC Digests

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) was organized in 1981 as the accrediting agency responsible for reviewing and evaluating counseling and student affairs practice in higher education programs against a set of nationally recognized standards. The CACREP accreditation process incorporates a pattern of review that includes integral self-study of the program against nationally accepted criteria, followed by an on-site visit by an evaluation team, and a subsequent review and accreditation decision rendered by a central governing group. This digest explores the specific levels of assessment and evaluation involved in the CACREP accreditation process as well as provides an overview of the curricular experiences in associated with or causally related to early school leaving and under-achievement. References to literature on retention are considered in relation to the individual student, the family, the school, and society. The relationship of risk factors to educational outcomes, and ways potential early leavers are identified are discussed. Part II focuses on school-based programs. Attention focuses generally on students at risk, but reference is made to particular risk factors and certain groups. It concludes with a discussion of characteristics of successful programs. Part III draws together threads of the review in terms of key issues in educational provision for students at risk that have emerged from the literature. (JBJ)

ED 388 905 CG 026 618

Withers, Graeme; Batten, Margaret
Programs for At-Risk Youth: A Review of the American, Canadian and British Literature since 1984. ACER Research Monograph No. 47.
PUB DATE- 95
NOTE- 126p.; For a review of Australian literature, see CG 026 617.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescent Development; Adolescents; *At Risk Persons; Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; Foreign Students; Peer Influence; Programs; Sexuality; Stress Variables; *Student Educational Objectives; Substance Abuse
IDENTIFIERS- Canada; Great Britain; United States

All adolescents feel anger, frustration, and a range of temperamental disurbances due to the many physical, emotional and social stresses associated with their developmental stage. This document provides Australian and international perspectives on programs, both in schools and in the wider community, which attempt to prevent and treat the more harmful experiences that children and adolescents may suffer during high growth years. Also provided is an overview of the leading themes and issues faced by educational and other agencies that offer programs for at-risk youth. Special attention is given to programs that maintain and enhance educational progress during the years of adolescent experience. Sections are entitled as follows: Competing Claims at the Centre of the Debate; Distinctions between Prevention and Treatment; The At-Risk Population; Substance Abusers as a Key At-Risk Sub-Group; Other Issues Associated with Adolescent Development; Designing and Providing Programs--Some Broad Considerations; Designing and Providing Programs--Some Specific Examples and Criteria; Students Participating in the Program; Other Large Trends in Program Provision; Programs in Schools, and Out-of-School Programs in Which Schools Participate; How Can Schools Keep Their Youth in a Program?; From Work Experience to Career Pathways; Staffing and Managing Out-of-School Programs; Mentors and Mentoring; A Case Management Approach; and Summer Youth Employment Programs as an Option. The document also contains a reference list of resources that address at-risk youth; a brief synopsis is included with each listed resource. Contains 91 bibliographic entries and references, and an index of issues and strategies. (SR)

ED 388 906 CG 026 619

Side Effects of Steroid Use; (8) Signs and Symptoms of Steroid Use; (9) Sources of Steroids; (10) Legal and Ethical Issues of Steroid Use; (11) Testing for Steroids; (12) The Role of Schools in Addressing Steroid Use; (13) The Role of Parents in the Prevention of Steroid Use; and (14) Other Ergogenic Aids. Appendices include references, a steroid fact sheet, glossary, resources, suggested readings and suggested audiovisuals. Transparency masters are also included. (JEJ)

ED 388 925 CG 026 684

Murphy, Sharon, Comp.
Celebrate Life! A Guide for Planning All Night Alcohol/Drug-Free Celebrations for Teens. Fifth Edition.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- Oct 94
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; *Drinking; Drug Abuse; Grade 12; *Graduation; *Health Promotion; High Schools; Illegal Drug Use; Intervention; *Partnerships in Education; Program Guides; Recreational Programs; *School Recreational Programs; Youth Programs
IDENTIFIERS- *Proms

The two highest risk nights for teens are prom and graduation. Many students feel as if they have not really celebrated if they have not been drinking or using other drugs. Virginia Operation Prom/Graduation (OP/G) addresses the issues of youth drinking, drugging, and driving behavior during these high-risk social seasons. It encourages a positive approach to negative stereotypic perceptions of what teen "rites of passage" traditions have been by providing alternative drug-free teen celebrations. Topical sections are: (1) About Operation Prom/Graduation; (2) Why Bother?; (3) Everyone Benefits; (4) General Information; (5) Party Guidelines; (6) Party Facility; (7) Taxes, Licenses, Insurance, Etc.; (8) PTA-Celebration Committee Relationship; (9) The Steering Committee; (10) Activities; (11) Chaperons/Security; (12) Clean-up; (13) Decorations and Themes; (14) Food; (15) Funding; (16) Prizes; (17) Publicity; (18) Tickets, I.D., Entry Packets; (19) Volunteers; (20) Small Parties; (21) Lack of Resources; (22) Help Each Other!; (23) Just for Students!; (24) Resources; and (25) Virginia OP/G Honor Roll Awards Program. Appendices include sample letters, forms, and reports. (JBJ)

ED 388 926 CG 026 685

Learning To Manage Anger: Discussion Leader's Manual for the RETHINK Workout for Teens.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affective Behavior; *Anger; *Behavior Modification;

of available technology; (4) 95.3% displayed at least 2 of the positive attitudes toward learning behaviors; and (5) 56 different parents or guardians were involved in the program. Findings suggest that the program should be expanded; a follow-up study should determine how successful the summer program pupils are in the regular school-year program; and every effort should be made to include more parents in the program, especially in the area of planning. (Contains 6 figures of data. A data collection form is attached.) (RS)

ED 388 946 CS 012 294

Friend, Anna Christine
The Effect of a Literature-Based Approach on the Reading Attitudes of Male Students in the Third and Fifth Grades.
PUB DATE- 12 Oct 95
NOTE- 19p.; Paper presented at the Mid-Western Educational Research Association (Chicago, IL, October 11-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Comparative Analysis; Elementary Education; English Curriculum; Grade 3; Grade 5; Language Arts; *Males; *Reading Attitudes; *Reading Programs; Reading Research; *Whole Language Approach
IDENTIFIERS- Elementary Reading Attitude Survey; Kansas; Oklahoma

A study attempted to determine how students in literature-based reading programs compare to students in basal-based, skill-oriented reading programs in terms of their interest in reading. The study was carried out on a sample of 215 pupils in 9 third and fifth grade classrooms from school districts in Eastern Kansas and Northeastern Oklahoma. Students' attitudes toward school were measured with the Elementary Reading Attitude Survey, a standardized, self-report, paper and pencil test normed on students in grades 1-6. There are 20 items on the survey which constitute the total reading score. Results showed that posttest scores were in all cases below pretest scores, probably because reading interest tends to drop off toward the end of the school year. In both third and fifth grades, scores on the posttest, while lower than the pretest, were still higher in classes using the literature-based approach than in those using the skills-based approach. Generally, fifth graders scored lower than third graders on the reading attitude tests. Further, results from this study suggest the literature-based approach is especially important for males, particularly those in fifth grade. (Contains 2 figures, a table of data, and 33 references.) (TB)

ED 388 947 CS 012 295

Ikeda, Shinichi, Ed.; And Others
The Science of Reading, 1994.
PUB DATE- 94
NOTE- 179p.; For the 1993 journals, see ED 375 390.
LANGUAGE- Japanese
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Blindness; Comics (Publications); Comparative Analysis; Elementary Secondary Education; Foreign Countries; *Japanese; Literature Appreciation; Reading Aloud to Others; *Reading Comprehension; Reading Research; *Recall (Psychology); *School Libraries

This collection of the 1994 issues of the Japanese-language

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Area Writing; Experiential Learning; Higher Education; Independent Study; Interdisciplinary Approach; Liberal Arts; *Nontraditional Students; Open Education; Student Needs; *Undergraduate Study; *Writing Evaluation
IDENTIFIERS- *Competency Based Curriculum; *DePaul University IL

The School for New Learning (SNL) was established in 1972 at DePaul University especially for adult students. SNL students are adults, age 24 or older, who want to accelerate their progress to a degree by using experience as well as classwork for academic credit, and who want to design their own programs with help from an advisory committee of experts. The undergraduate curriculum is competence-based (that is, focused on learning outcomes), student-centered, and interdisciplinary. SNL assesses students on 50 learning outcomes or competence statements, targeted to and organized into 5 domains, each of which is comparable to a discipline found in a traditional liberal arts program. An assessment study of this program was needed to describe the range of written reports assigned in content courses, identify teachers expectations for the written reports that they assign, and rate students' performance against teacher criteria. The goal of the study was to define problems and to propose reforms for improvement. Two theoretical frameworks undergirded the study: (1) a psychological model of intellectual development in college students; and (2) an instructional design for complex problem solving. Methods included analyses of teachers descriptions of assignments, categorization of assignments, ratings of student papers, and surveys of student perceptions of teachers' expectations and criteria. Results, which are various and copious, are logged on numerous data sheets. Surveys are appended. (TB)

ED 388 966 CS 215 076

Clark, Elaine
Popular Culture Images of Gender as Reflected through Young Children's Story.
PUB DATE- 14 Apr 95
NOTE- 19p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Behavior; Childrens Literature; Childrens Writing; Creative Writing; *Cultural Images; Elementary Education; Foreign Countries; Personal Narratives; *Popular Culture; *Sex Differences; *Sex Role; Television; Toys; Video Games
IDENTIFIERS- *Gender Issues; Informants; Quebec; *Story Telling by Children

A study investigated the impact of popular culture on young children's conception of gender, as revealed through the stories they write and tell. The research was conducted at Grosse Ile High School on the remote Magdalen Islands in the Gulf of Saint Laurence, Quebec, Canada, from 1991-1994 with 46 students ages 6-7 years old. The concept of the child as expert negative stories about the school or stories that may be harmful but not libelous, obscene, or disruptive; (2) advisers should not change the wording of controversial articles or remove them from the newspaper; and (3) respondents felt that the adviser was not ultimately responsible for the content of the newspaper. Findings suggest that the respondents seemed to support the Supreme Court's goal for high standards (as reflected in the "Hazelwood v. Kuhlmeier" decision), but they felt the Court went too far in "Hazelwood" in the type of restrictions that would be allowed on a variety of constitutionally protected speech. Findings also suggest that journalism educators should attempt to think of the adviser's role as one that transcends school official, managing editor, and teacher. (Contains 15 references and 5 notes.) (RS)

ED 388 984 CS 215 124

Sykes, Lynn; Uber, Nancy
Reflections on Teaching in a Computerized Classroom: Knowledge, Power and Technology.
PUB DATE- Mar 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Computer Assisted Instruction; Computer Networks; Computers; Higher Education; Teacher Student Relationship; *Teaching Assistants; *Technical Writing; *Writing Instruction; Writing Research
IDENTIFIERS- *Purdue University IN; *Teaching Perspectives; Teaching Research

A study focused on teachers who have worked in computerized, networked writing classrooms at Purdue University (Indiana) for several year. Each of the subjects was a teaching assistant in the Purdue English Department, and the courses involved were upper division technical writing courses. Three theoretical approaches underpinned the study: feminist research methodologies, Foucauldian theory of the relationship between power and knowledge; and Louise Wetherbee Phelps' discussion of the various types of knowledge making in composition scholarship. The study was conducted in four phases. First, information was gathered about the history of the training program, the focus of the technical writing course, the sites in which the courses were taught, and the theoretical training of the research assistants. Second, the director of the program was interviewed to determine how the teaching assistants were being mentored. Third, a staff meeting was observed in which new on-line services were being presented by Purdue librarians. Fourth, interviews were conducted with the teaching assistants, using a common set of questions. Results showed that: (1) decentering was a goal for the teachers but they also worked to keep certain kinds of authority in place; (2) teachers were willing to learn technical knowledge from their students but they also considered themselves experts in communication and were confident about this; and (3) teachers recognized that the types of knowledge they use in the networked classroom is less static than knowledge in the traditional classroom. (TB)

ED 388 985 CS 215 125

complete document summarized here, see CS 215 227.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Elementary Secondary Education; *English Instruction; *Language Arts; Literacy; Student Needs
IDENTIFIERS- International Reading Association; National Council of Teachers of English; *National Standards

This summary reviews the rationale for defining English language arts standards for K-12 students and the perspective on language learning that informs them. After presenting 2 of the 12 standards and discussing them briefly, the summary provides a vignette to illustrate how the standards might be manifested in a classroom setting. (RS)

ED 389 005 CS 509 048

Elkins, Michael R.
Intercultural Confidence Building for the Speech Communication Teacher/Student: A Conceivable Short Course.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Descriptions; Cultural Awareness; Cultural Differences; Higher Education; *Intercultural Communication; *Minicourses; *Multicultural Education
IDENTIFIERS- Communication Strategies; *Diversity (Student); Politically Correct Communication; Student Empowerment

Noting that recent descriptions of "political correctness" give multiculturalism a negative connotation, this paper explores the role of intercultural communication in a re-considered 1990s view of multicultural education and discusses the design of a conceivable short course that will serve as the foundation for increasing teacher/student intercultural confidence. The paper notes that multicultural education is making enormous progress, and that one course where multicultural education principles can be embraced is intercultural communication. The paper then discusses a 3-hour experiential-based teacher/student intercultural confidence building short course that will focus upon individualism/collectivism to help the teacher/student participants to perceive classroom diversity as an asset rather than a dreaded liability. The short course proposed in the paper will include a brief lecture followed by the participants (professors, graduate students, and secondary school professionals attending a Central States Communication Association conference) crafting classroom scenarios which they will then role-play and follow-up with analysis and evaluation of the communication that occurred. Contains 35 references. (RS)

ED 389 006 CS 509 055

McNamara, Catherine V.; And Others
Celebrating the "Intellectual Heart": Emergent Meanings from a Post-Earthquake Organizational Communication Culture Perspective.
PUB DATE- Feb 95

"Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; *Educational History; *Educational Objectives; Higher Education; *Outcomes of Education; Program Effectiveness; *Public Relations; Student Development; Undergraduate Students
IDENTIFIERS- Professional Concerns

It is unlikely that Harvard University (Massachusetts) considered "outcomes assessment" for its first class of nine students in 1640, and most certainly the oldest institution of higher learning in the United States did not offer a public relations curriculum. A short history of education in the United States shows increasing numbers of students attending college, while interest shifts from Ancient Greek Classics to science and math. Although the United States is recognized as the leader of education in the world today, criticism of the educational system is widespread. Indeed, to many it appears that students have been entering college unprepared and that they are leaving 4 years later with a degree but little value added. During the past decade, consequently, demands for accountability have resulted in the mandate for "outcomes assessment" to better measure what students are learning. Misguidedly, educators in public relations have not been much involved in discussions about outcomes assessment. Outcomes assessment could do much for public relations. For a professional community, outcomes assessment should occasion deliberation about what public relations is, together with appropriate definitional parameters. Educators need to consider what knowledge and skills practitioners must have and what are suitable valid and reliable measurements to determine whether a practitioner has these skills. Make no mistake about it, discussions of outcomes assessment will determine the agenda of universities into the next century. (Contains 35 notes and 30 references.) (TB)

ED 389 025 CS 509 083

Kruckeberg, Dean
Integrating Multicultural/International Experiences into the Public Relations Curriculum.
PUB DATE- 18 Nov 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Futures (of Society); Global Approach; Higher Education; Multicultural Education; Organizational Communication; *Professional Development; *Public Relations; *Student Needs
IDENTIFIERS- Cultural Sensitivity; Internationalism; *International Public Relations

Predictions for a "third wave" in which power and productivity will be based on developing and distributing information should interest public relations practitioners and educators since public relations will be a critically needed professional specialization. A future of communication technology barely fathomable today, together with a resultant need for multicultural/international understanding among diverse peoples who will readily exploit this ability to communicate with each other, is envisioned. A public relations practitioner must be a highly educated human being, with a strong sense of history and current events, who is taught to think and to solve problems in customer-transformation plan. Appendices contain guidelines for a worker-performance experiment and a sample TQM training program. (Contains 22 references.) (LMI)

ED 389 044 EA 027 129

Hopkins, David; And Others
School Improvement in an Era of Change. School Development Series.
PUB DATE- 7 Nov 94
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; *Educational Cooperation; *Educational Improvement; Educational Quality; Effective Schools Research; Elementary Secondary Education; Foreign Countries; Leadership; Parent Participation; *School Effectiveness; School Restructuring; Staff Development
IDENTIFIERS- *United Kingdom

The United Kingdom's approach to planned educational change is called school improvement. This book presents a new approach to school improvement based on the experiences of 30 British schools that are being monitored by the Improving the Quality of Education for All (IQEA) project. Following the foreword by Michael Fullan and the preface and acknowledgements, part 1 briefly reviews the history of educational change in Great Britain. Part 2 presents theoretical models of effective schooling and school improvement. Five chapters link classroom, school, and school-environment perspectives on change. A conclusion is that the development of collaborative work cultures is the key to bringing about sustained school improvement. Part 3 focuses on practice, using a combination of theoretical constructs developed in part 1, excerpts from the literature, and vignettes from teachers and administrators in the IQEA school-development project to illustrate the practice of school improvement. Chapter 7 describes in more detail the school-improvement framework used in an earlier work on schools. Six key conditions that support the school-development process form the subjects of chapters 8 through 13. These include staff development, involvement, inquiry and reflection, leadership, coordination, and collaborative planning. Part 4 presents an interim and reflective account of how the school-improvement process works in practice, describing how some of the schools coped with the development process and discussing trends in the change of school cultures. A school-conditions rating scale, subject and author indexes, 7 figures, and 10 tables are included. (Contains 231 references.) (LMI)

ED 389 045 EA 027 146

Larson, Lisa
The Constitutionality of Education Vouchers under State and Federal Law. House Research Information Brief.
PUB DATE- Sep 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Constitutional Law; Court Litigation; *Educational Vouchers; Elementary Secondary Education; *Private School Aid; *State Church Separation; *State Courts; *State Legislation
IDENTIFIERS- *Supreme Court

created the School Dropout Demonstration Assistance Program (SDDAP). The program provides funding for local educational agencies, community-based organizations, and educational partnerships to establish effective programs to identify potential student dropouts and prevent them from dropping out and to encourage youth who have already dropped out to re-enter school. This report, the first of two volumes, presents findings of a two-part evaluation to assess the effectiveness of dropout-prevention strategies used by the 89 projects that were awarded grants. Data were collected through annual surveys of all SDDAP projects and indepth studies of activities and achievements at 15 selected project sites. The report identifies the organizational characteristics of effective dropout programs and the program strategies that were most effective in preventing students from dropping out of school and in encouraging dropouts to reenter school. Outcomes for elementary, middle, and high school students are described. The following recommendations are offered: (1) use individualized strategies in regular classrooms instead of pull-out programs; (2) deliver the special services in unobtrusive ways; (3) deliver the special services within a supportive climate that includes adults as student advocates; (4) provide students with substantive incentives to participate; and (5) carefully select, train, and support service-delivery staff. (LMI)

ED 389 064 EA 027 169

Rossi, Robert J.; And Others
Evaluation of Projects Funded by the School Dropout Demonstration Assistance Program. Final Evaluation Report. Volume II: Data Tables, Methodology, and Data Collection Instruments.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 601p.; For Volume I, see EA 027 168.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Data Collection; Delivery Systems; *Dropout Prevention; *Dropout Programs; Dropout Research; Elementary Secondary Education; Evaluation Methods; Federal Programs; Potential Dropouts; *Program Effectiveness; Rehabilitation Programs; *Research Methodology; Statistical Data; Surveys; Tables (Data)
IDENTIFIERS- *School Dropout Demonstration Assistance Program

In 1988, the United States Congress passed legislation that created the School Dropout Demonstration Assistance Program (SDDAP). The program provides funding for local educational agencies, community-based organizations, and educational partnerships to establish effective programs. This report, the second of two volumes, presents statistical data from a two-part evaluation to assess the effectiveness of dropout-prevention strategies used by the 89 projects that were awarded grants. Data were collected through annual surveys of all SDDAP projects and indepth studies of activities and achievements at 15 selected project sites. Data were collected at the 15 sites through site visits, student and teacher surveys, and document analysis. The report identified the organizational characteristics of effective dropout programs and the program strategies that were most effective in preventing students from dropping out of school and in encouraging dropouts to reenter school. Appendices contain data tables for elementary, middle, and high school projects, methodological notes, and copies of higher levels of involvement at home than at school. Parents' ratings of their involvement with their children at home were very high and similar across Chapter 1 programs. Comparison of parents' responses across the programs indicates that parents of self-contained program students were more involved in school and with their children than were parents of students in pullout and extended-day programs. No significant positive relationship was found between parental-involvement indices and student achievement in reading, mathematics, and school attendance. However, parent involvement was significantly correlated with student achievement in a few cases. Recommendations to increase parental involvement in meaningful ways are included. (Contains 34 references and 6 tables.) (LMI)

ED 389 084 EA 027 196

Welfare to Work: Approaches That Help Teenage Mothers Complete High School. Report to Congressional Requesters.
PUB DATE- Sep 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Attendance Patterns; Birth Rate; Births to Single Women; Dropout Prevention; *Educational Attainment; Employment Opportunities; High School Equivalency Programs; High School Graduates; *Potential Dropouts; Poverty; Pregnant Students; Program Effectiveness; Secondary Education; *Unwed Mothers; Welfare Services
IDENTIFIERS- *Welfare to Work Programs

This document presents findings of a General Accounting Office (GAO) study that identified approaches and Aid to Dependent Children (AFDC) program activities that help teenage mothers complete their secondary education. Data were obtained from visits to 13 local programs in New Jersey, New Mexico, Oregon, Texas, Vermont, and Wisconsin and interviews with AFDC and JOBS program administrators in 15 cities. In addition, published impact evaluations of five other programs were synthesized. The synthesis of program evaluations suggests that close monitoring of teenage mothers' educational activities with followup, when their attendance drops, is effective in increasing the likelihood that they complete their education. Three of the 15 cities reported that they monitored the school attendance of teenage mothers. Leveraging the welfare benefit as a sanction or reward for attendance has contributed to high school completion. Providing supportive services to overcome barriers to continued attendance, with or without financial incentives, also seems to be effective, especially for dropouts. Finally, assistance in meeting their child care and transportation needs may be particularly helpful but did not appear to be sufficient, without attendance monitoring. The 13 programs provided examples of innovative approaches that differed from the programs included in the evaluation synthesis: alternative schools for pregnant and parenting students, residential facilities for homeless teenage mothers on AFDC, home visiting, and school-based programs for at-risk students. Two figures and one table are included. Appendices contain information on the evaluation-synthesis methodology, program descriptions, comments from the Department of Health and Human Services, and lists of GAO contacts, staff acknowledgements, and related GAO products. The report does not distinguish between voluntary and mandatory programs. (Contains 30 references.) (LMI)

ED 389 085 EA 027 199

NOTE- 22p.; Paper presented at the American University College of Arts and Sciences Student Research Conference (Washington, DC, February 25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention Control; *Classroom Techniques; Early Childhood Education; *Perceptual Impairments; Perceptual Motor Learning; *Sensory Integration

This paper offers teachers basic information about sensory integration and suggests strategies for managing classrooms which include children with sensory integrative dysfunction. The first section looks at what sensory integration is, noting especially the roles of the three "near senses": the vestibular system, the proprioceptive system, and the tactile system. Next, sensory integrative dysfunction in children is considered, including the hyporesponsive child and the hyperresponsive child. Specific ways that sensory integration dysfunction can become a problem in the classroom are considered, including problems with peers, with controlling aggression, with motor planning, and with maintaining alertness. Suggestions for classroom management while managing a child with sensory integrative dysfunction are offered, including suggestions for setting up the classroom, managing instructional time, and being flexible in teaching styles. Teachers are urged to seek the support of colleagues, administrators, parents, and providers of support services. (Contains 21 references.) (DB)

ED 389 105 EC 304 390

Milligan, Peggy
The Fast Lane to High School: Transition from Middle School/Junior High to High School.
PUB DATE- Oct 95
NOTE- 15p.; Paper presented at the Conference of the Council for Exceptional Children Division on Career Development and Transition (Raleigh, NC, October 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; *Disabilities; Educational Practices; High Schools; Individualized Education Programs; Junior High Schools; Middle Schools; Secondary School Curriculum; *Transitional Programs

This paper offers a structured framework for the transition of students with disabilities from middle or junior high school to high school. First, it outlines a transition decision tree to help decide whether a formal transition plan is needed. Next, the paper offers a 10-step set of practices appropriate for all students with disabilities in the last year of middle/junior high school. Steps include gathering and compiling relevant information into a student portfolio; determining the student's attitudes, preferences, concerns, and interests about high school; selecting high school courses and activities; and planning and conducting an Individualized Education Program

Included among the topics addressed by these two initiatives are the following: increasing diversity, school-community collaboration, employing well-prepared professionals, professional development, provision of services to address individual student needs, new funding systems, accountability and student assessment, and appropriate technology. Commonalities between these two initiatives are identified to facilitate discussions about educational reform and restructuring in a special education context. The report notes that the missions of the two documents are the same--educating all of America's children and youth to reach their full potential and to take their places as productive members of society. (SW)

ED 389 124 EC 304 410

Recommendations for the Reauthorization of the Individuals with Disabilities Education Act.
PUB DATE- Dec 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); Access to Education; *Disabilities; Educational Finance; Educational Improvement; *Educational Legislation; *Educational Policy; Elementary Secondary Education; *Federal Legislation; Federal State Relationship; Parent Rights; Position Papers; Postsecondary Education; Preschool Education; *Public Policy; Student Rights
IDENTIFIERS- *Individuals with Disabilities Education Act; National Assn of State Dir of Special Educ; *Reauthorization Legislation

Recommendations for changes to the Individuals with Disabilities Education Act (IDEA) are offered by the National Association of State Directors of Special Education. Definitions of terms used in the legislation are provided. The following provisions are covered: regulation requirements/negotiated rulemaking, flexible funding, content of state plans, local application, maintenance of effort, procedural safeguards, monitoring standards, a developmental delay category, age extension for preschool grants, regional resource and federal centers, programs for children with severe disabilities, postsecondary education, secondary education and transitional services, programs for children with serious emotional disturbance and pilot programming for the hearing impaired, grants for personnel training, grants to State Education Agencies and institutions for traineeships, clearinghouses, research and demonstration projects for dealing with children in a range of settings, and schoolwide programs. In addition, general recommendations are offered regarding: full funding of IDEA, deletion of references to "disability category," triennial evaluations, and a protection and advocacy system. (SW)

ED 389 125 EC 304 411

Ahearn, Eileen M.
Re-Examining Eligibility under IDEA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 14 Apr 93
NOTE- 13p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Practices; Elementary Secondary Education; Federal Aid; *Inclusive Schools; Mainstreaming; National Surveys; Outcomes of Education; Parent Attitudes; *Program Effectiveness; Program Evaluation; Program Implementation; School Districts; *School Restructuring; State Aid; Teacher Attitudes

This report summarizes findings of a study to identify key factors of inclusive education practices, as identified by school districts implementing such practices. The study involved contacting chief state education officers for state-level information and identification of local school districts conducting inclusive education programs and then contacting local school district superintendents. Key findings from the data included: (1) the number of school districts reporting inclusive education programs increased significantly between 1994 and 1995 (from 267 districts in 47 states to 891 districts in 50 states); (2) outcomes for students (both general and special education students) in inclusive education programs are positive; (3) teachers participating in inclusive education programs report positive professional outcomes for themselves; (4) the range of disabilities in inclusive education programs is increasing; and (5) school restructuring efforts are having an impact on inclusive education programs, and vice-versa. Separate sections of the report present the study's findings on the following topics: initiation and process of inclusive education programs in local school districts; the role of inclusive education in restructuring; the extent of inclusive education; staffing and school organization; staff attitudes; instructional strategies and classroom supports; parental response; student outcomes and program evaluation; and fiscal issues. The report also presents recommendations such as renewal by Congress of basic student rights enumerated in the Individuals with Disabilities Education Act, full infusion of inclusive education in all aspects of educational reform, and reform of federal and state funding practices to support inclusive education. (DB)

ED 389 144 EC 304 431

Higgins, Cindy, Ed.
Dads and Disability.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Rearing; Children; Coping; *Disabilities; *Fathers; Interpersonal Communication; Mental Retardation; Parent Attitudes; *Parent Child Relationship; *Parent Role; Self Concept; Surveys; Time
IDENTIFIERS- Kansas

This theme issue focuses on the relationship of fathers and their children with disabilities. It reports a study of 86 Kansas fathers of children (ages 5 to 8) with and without disabilities. The study was conducted in order to identify more options for fathers wishing to increase their involvement with their children. The study sent surveys of parenting competence and three measures of time spent in various activities to fathers randomly selected from Kansas school districts. About half the 86 fathers included in the study had children with mental retardation. The study's main finding was that having a child with a disability did not seem to alter a father's concept of his fathering competence, nor the amount of time he

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advanced Courses; *Chinese; *Classroom Environment; Classroom Techniques; *Communicative Competence (Languages); Course Content; *Cultural Awareness; Cultural Education; Second Language Instruction; *Second Languages; Testing

A discussion of the role of cultural education in the advanced Chinese language course first outlines a communicative approach to second language teaching and testing, defines culture and looks at its importance to the second language learner, and describes methods for creating a language classroom environment reflecting Chinese culture. The communicative approach discussed emphasizes the importance of rules of language use within a given culture, and the need to know that culture. A distinction is made between cultural information and behavioral patterns in a culture, and it is stressed that cultural information alone is not an adequate basis for adults to use the language communicatively because it does not reflect norms of communicative behavior. At the advanced level, focus is on development of learners' sociocultural and strategic competence, and a topical approach is used to teach both language and culture. Topics are: introduction to varieties of Chinese language; government structure and politics; economic reform; military; social problems in contemporary society; modern history; legal system and practices; educational system; agriculture and industry; culture and value system; family issues; political movements; mass media and public opinion; population and ethnic issues; business practices; and foreign policies. Classroom activities include reading, listening, lecture, discussion, and student reports. Specific techniques and requirements for each are outlined. A brief bibliography is included. (MSE)

ED 389 162 FL 023 138

Gersten, Russell; And Others
Bilingual Immersion: A Longitudinal Evaluation of the El Paso Program.
PUB DATE- Mar 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Comparative Analysis; Educational Strategies; Elementary Secondary Education; *English (Second Language); *Immersion Programs; *Language of Instruction; Longitudinal Studies; Mainstreaming; Program Effectiveness; Program Evaluation; Teaching Methods; *Transitional Programs; *Whole Language Approach
IDENTIFIERS- El Paso Independent School District TX; *Sheltered English

A study assessed and compared the effectiveness of two distinct approaches of bilingual education used within a single school district in El Paso (Texas). The program designs, one a traditional transitional bilingual and the other a bilingual immersion, were implemented under similar conditions of resources, school year length, class size, and other instructionally relevant variables. The immersion program used whole language, natural language, and sheltered English methodologies; the transitional program was characterized by teaching of basic concepts, basic language arts, and subject

ED 389 182 FL 023 363

Hopstock, Paul J.; Zehler, Annette M.
Special Issues Analysis Center (SIAC). Annual Report: Year Three. Volume VI: Task Order D170 Report--Recommendations on Student Outcome Variables for Limited English Proficient (LEP Students). Task Order D190 Report--The Uses of Communications Technology for Language Proficiency Assessment and Academic Assessment.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 174p.; The SIAC annual report for year 3 consists of seven volumes, see FL 023 358-364.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; English (Second Language); *Evaluation Criteria; *Information Technology; Language Proficiency; Language Tests; *Limited English Speaking; Minority Groups; Outcomes of Education; *Student Evaluation; *Testing

Two reports concerning the evaluation of language minority and limited-English-proficient students are presented. The Task D170 report provides conclusions of a written focus group on the issues involved in defining appropriate outcome variables, outcome variables to be used, and the relative importance of LEP student outcome variables for school accountability and for assessing program effectiveness. Group results are summarized, and the responses of each focus group member on each of five questions are presented. The Task D190 report presents the results of a written focus group on five questions about panelists' experiences with communications technology for this purpose, potential uses, potential for improving the effectiveness and cost effectiveness of assessment, specific technologies holding the most promise, possible difficulties in developing and implementing communications technology for assessment. (MSE)

ED 389 183 FL 023 364

Fleischman, Howard L.; And Others
Special Issues Analysis Center (SIAC). Annual Report: Year Three. Volume VII: Task D160 Report--State Certification Requirements for Teachers of Limited English Proficient Students. Task D210 Report--Inclusion of Limited English Proficient Students in State Performance Standards and Assessments.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 22 Aug 95
NOTE- 268p.; The SIAC annual report for year 3 consists of seven volumes, see FL 023 358-364.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Bilingual Education; Bilingual Teachers; *English (Second Language); *Limited English Speaking; *Outcomes of Education; Public Policy; *State Standards; *Teacher Certification

Two reports concerning the education of limited-English-proficient students are presented. The Task D160 report presents information on current and planned state certification

Parent Participation; Primary Education; *Science Instruction; Second Language Instruction; Second Language Learning; Self Esteem; State Departments of Education; *Transportation

IDENTIFIERS- California; Content Area Teaching

This lesson plan for the first grade uses information on transportation, with sub-themes of communities and careers, to provide history/social science education for limited-English-proficient (LEP) students in San Diego, California. Activities and materials from the State scholastic science kit are also used, as are songs, poems, music, and games. Instructional components include second language development, primary language instruction, specially designed academic instruction in second language, cross-cultural/self-esteem building, and parent/community involvement. The time span of the lesson plan is 3-5 weeks. Language levels include pre- and early production, speech emergence, and intermediate fluency. (NAV)

ED 389 204 FL 023 411

Biley, Patti

English Only? Community College Teacher Perceptions of L1 Use.

PUB DATE- 95

NOTE- 7p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Communication; College Faculty; *Community Colleges; *English (Second Language); *English Teachers; *Language Attitudes; Language of Instruction; Language Role; Language Usage; School Surveys; Second Language Instruction; Spanish; *Teacher Attitudes; Two Year Colleges

IDENTIFIERS- Imperial Valley College CA

A survey investigated the attitudes of one community college's English-as-a-Second-Language (ESL) teachers concerning the use of native language in the classroom, particularly by the teacher. Twenty-one ESL teachers, both part- and full-time, responded. Most were Hispanic, many were bilingual, and they represented a range of experience and training. A majority believed all ESL teachers at the college should know some Spanish for classroom use. Only 10 percent had a rule of English use only in the classroom, but many reported that their students use English over 90 percent of the time. Some expressed frustration over students' apparent unwillingness to persist in English, particularly during group work. Others found limited first-language talk acceptable if related to the work at hand. (MSE)

ED 389 205 FL 023 412

Sakash, Karen; Rodriguez-Brown, Flora V.

Teamworks: Mainstream and Bilingual/ESL Teacher Collaboration. NCBE Program Information Guide Series 24.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 95

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Curriculum Development; *Economic Development; Foreign Countries; Labor Force Development; Literacy Education; *Nonformal Education; *Population Education
IDENTIFIERS- Sierra Leone

The two parts of this book consider two main facets of nonformal curriculum development: theory and practice. Part I on nonformal curriculum theory has four chapters. Chapter 1 addresses the origins, meaning, purpose, and scope of nonformal education. Chapter 2 examines three major themes in discussions on nonformal education: nonformal education as an instrument of positive change, as a social control mechanism, and the context. Chapter 3 explores the rationale. Chapter 4 examines the rational planning model and three models that have relevance for curriculum development in nonformal education: psychosocial, liberal education, and Bhola's core-interface. The five chapters in Part II on nonformal curriculum practice consider the case of the People's Educational Association of Sierra Leone in integrating population education into adult literacy. Chapter 5 describes nonformal education in the Sierra Leone context where it is an educational response to the problems of out-of-school youth and illiterate adults and an alternative development strategy. Chapter 6 sets forth the rationale for population education and literacy. Chapter 7 describes the process of curriculum integration. Chapter 8 is a case analysis of the population education project. Chapter 9 highlights these conclusions: contingent nature of curriculum development in nonformal education; importance of learner participation; and need for staff development. Appendixes contain a 359-item bibliography and index. (YLB)

ED 388 758 CE 070 057

Cassara, Beverly Benner
Discussion of International Research Needs in the Field of Adult Education.
PUB DATE- 31 Oct 95
NOTE- 10p.; Paper presented at the International Preconference of the Annual Meeting of the American Association for Adult and Continuing Education (Kansas City, MO, October 31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Developing Nations; Educational Needs; Foreign Countries; *Graduate Study; Higher Education; *International Education; *International Programs; Research Methodology; *Research Needs; *Research Projects

The international area has grown as a field of graduate research in the past 20 years. Graduate students in adult education need to become more involved in international research both to stay viable as scholars and to be able to effect positive change in the lives of people in developing countries. The four main priorities in research in adult education are as follows: women's education; peace and human rights; environmental education; and literacy. These priorities often overlap and many collaborative research possibilities exist. In searching for grants for adult education research, however, graduate students should be aware that the term "adult education" is rarely used. For example, the World Bank does not use "adult

Education; Self Esteem; Self Evaluation (Individuals); State Surveys; Student Attitudes; *Student Organizations; *Student Participation; Student Surveys; *Vocational Education
IDENTIFIERS- *Vocational Industrial Clubs of America; *West Virginia

A study examined the extent to which 1994-95 members of the West Virginia chapter of Vocational Industrial Clubs of America (VICA) participated in VICA personal development activities. The study population consisted of all VICA members in West Virginia, and the study sample consisted of all 156 VICA members who attended the annual West Virginia VICA state conference. The three-part data collection instrument consisted of the following: questions related to biographical information; 24 personal development skill statements organized into 4 measurement scales (leadership, cooperation, self-confidence, and citizenship) adapted from the Personal Development Inventory; and questions measuring level of participation in VICA activities. Of the four personal development inventory scales, citizenship and cooperation received the highest mean scores (6.30 and 5.58, respectively), and leadership received the lowest mean score (4.21). Low positive relationships were discovered between participation in teamwork skills activities and self-rating on the cooperation scale, between participation in decision-making skills activities and self-rating on the leadership scale, and between participation in local VICA competitions and self-rating on the citizenship scale (.30, .30, and .23, respectively). Negligible (.03 to .15) positive relationships were found for all activities corresponding to the self-confidence scale. (Contains 23 references.) (MN)

ED 388 776 CE 070 159

Lusky, Richard A.; And Others
A Standardized Certification Program for Case Managers Serving Frail Elderly Texans. Module I: Foundations of Case Management and Intake Interview.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 95
NOTE- 164p.; For modules II and III, see CE 070 160-161.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Agency Role; Behavioral Objectives; Caseworker Approach; Caseworkers; Client Characteristics (Human Services); Community Programs; Coordination; Employment Qualifications; Ethics; Federal Programs; Frail Elderly; Higher Education; *Human Services; *Integrated Services; *Interviews; Learning Activities; Learning Modules; Legal Responsibility; Lesson Plans; Outreach Programs; *Professional Continuing Education; Questioning Techniques; Social Work; State Standards; Student Certification; Supervisory Methods; Supervisory Training
IDENTIFIERS- *Case Management; *Texas

This learning module is one of three training modules that were developed for members of the Texas Gerontological Consortium for Continuing Education to use in preparing case managers working in human service professions coordinating community-based programs for frail elderly Texans. Module I deals with the following topics: foundations of case management (origins of case management; definition of case management; educational profile of case managers; components of case management; income and health programs; Older Americans Act Title III programs;

outline, course objectives, a topical outline, teaching methods, and materials. Lesson plans for six sessions are provided. The session materials include teacher tips, information sheets, and handouts. Student and instructor presentation critique sheets also are included. (KC)

ED 388 796 CE 070 180

Pollak, Ave
Problem Solving. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 32p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Competency Based Education; *Conflict Resolution; Curriculum Guides; Decision Making; *Decision Making Skills; Instructional Materials; Job Skills; Labor Force Development; Learning Activities; *Literacy Education; Models; Problems; *Problem Solving; Student Evaluation
IDENTIFIERS- Workplace Literacy

This guide, part of a series of workplace-developed materials for retraining factory workers, provides teaching materials for a workplace course in problem-solving techniques. The course is a review of basic problem-solving techniques focused on helping participants to be comfortable solving problems on the job. Topics covered include the following: defining a problem, writing a problem statement, steps in problem solving, creative thinking, people and problems, and an action plan for problem solving. The introductory materials include a course outline, course objectives, a topical outline, and information on course length and continuing education credits. Lesson plans for three sessions are provided. The session materials include teaching notes, information sheets, exercises, and worksheets. (KC)

ED 388 797 CE 070 181

Burt, Lorna
Report Writing for Technical Staff. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 35p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Competency Based Education; Curriculum Guides; Engineering; Instructional Materials; Labor Force Development; Learning Activities; *Literacy Education; *Technical Writing; *Writing Instruction; Writing Processes
IDENTIFIERS- Workplace Literacy

This guide, part of a series of workplace-developed materials for retraining factory workers, provides teaching materials for a workplace course in report writing skills for technical staff.

Parent Role; *Quality of Life; State Curriculum Guides; Teaching Guides; *Time Management; Work Attitudes
IDENTIFIERS- Illinois

This learning guide is designed to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations) so that these individuals learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. This learning guide contains five competency units that provide information on balancing work and family lives. The competency units cover the following topics: (1) trends that influence work and family lifestyle choices; (2) work and family responsibilities; (3) ways in which work and family affect each other; (4) analyzing personal situations to determine areas of needed improvement; and (5) planning management strategies to increase work satisfaction and family satisfaction. Each competency unit consists of learner outcomes, key ideas, definitions, teaching strategies and methods, and suggested learning activities. Thirty-three supplements include information and activity sheets on the following: balancing work and family; family and work attitudes; employer benefits; role expectations; family tasks and who performs them; roles throughout the life cycle; work and family influences on each other; stress, six ways to overcome the Superwoman myth; healthy lifestyles; employability traits; analyzing work-family balance priorities; stress relief; spillover; case studies of various life situations; life events; survival tips for balancing home, family, and work; short-term and long-term goals; financial stress and budgeting; and scheduling and household planning. A bibliography lists 40 references. The Illinois goals for world-class education for the 21st century also are included. (KC)

ED 388 815 CE 070 210

Making Consumer Choices. Learning Guide 6. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 45p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Competency Based Education; *Consumer Economics; Consumer Education; Credit (Finance); Educational Resources; Homemaking Skills; Learning Activities; *Money Management; Out of School Youth; Quality of Life; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Illinois

This learning guide is designed to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations) so that these individuals learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. This learning guide contains four competency units that provide information on making wise consumer choices. The competency units cover the following topics: (1) sources of consumer information; (2) comparison shopping; (3) evaluating information on products and in the media; and (4) the use and misuses of credit. Each competency unit consists of learner

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Consumer Education; Consumer Science; Course Content; *Credit (Finance); Family Life Education; Home Economics; Home Management; Learning Activities; Lesson Plans; Loan Repayment; *Money Management; *Purchasing; Secondary Education; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- Illinois

This competency-based secondary learning guide on making consumer choices is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. Four competencies are addressed: (1) identify reliable sources of consumer information; (2) evaluate information presented on product labels and in the media; (3) compare merchandise in terms of cost, quality, appearance, care required, and needs; and (4) determine the use and misuse of credit. Twenty-two supplements contain information and activity sheets on the following: sources of consumer information, new food labels, guarantees, warranties, clothing care symbols, evaluating advertising, comparison shopping, efficient purchasing, and credit (should you use credit? Guidelines for credit, etc.). A bibliography contains 26 resources. (KC)

ED 388 832 CE 070 227

Managing Individual and Family Resources. Secondary Learning Guide 7. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 63p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Education; Consumer Science; Course Content; *Family Financial Resources; Family Life Education; Home Economics; Home Management; Learning Activities; Lesson Plans; *Money Management; Purchasing; Secondary Education; *Self Evaluation (Individuals); State Curriculum Guides; Teaching Guides; Teaching Methods; *Time Management; Units of Study; Values; *Values Clarification
IDENTIFIERS- Illinois

This competency-based secondary learning guide on managing individual and family resources is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member,

Development; *Career Education; *Educational Resources; *Education Work Relationship; Job Skills; Postsecondary Education; Program Implementation; Secondary Education; Student Evaluation; *Work Experience Programs
IDENTIFIERS- Florida

A core component of the School-to-Work Opportunities Act, work-based learning refers to programs that provide students with exposure to or actual experiences in workplaces. Typical work-based learning programs include youth apprenticeship, internship, job shadowing, cooperative education, and mentoring. This document contains reprints of seven articles and documents on work-based learning and a list of national and Florida organizations with relevant resources. It also contains an annotated bibliography of 62 materials related to work-based learning, with availability information for each item. The seven articles are as follows: "Youth Apprenticeship: Lessons from the U.S. Experience" (Thomas Bailey, Donna Merritt); "Opening Career Paths for Youth: What Can Be Done? Who Can Do It?" (Stephen F. Hamilton, Mary Agnes Hamilton); "Youth Apprenticeship 'American Style' and Career Development" (Kenneth B. Hoyt); "School-to-Work Transition" (Susan Imel); "Home-Grown Lessons: There's Much to Learn from Existing School-to-Work Programs" (Edward Pauly); "Student Assessment and Youth Apprenticeship" (Stanley H. Rabinowitz, Srijati M. Ananda); and "Apprenticeship and the Future of the Work Force" (Michael E. Wonacott). (KC)

ED 388 850 CE 070 260

Ruhland, Sheila K.; Everett, Donna R.
Perceptions and Attitudes of Business and Marketing Education Teachers in the United States: Schools and Staffing Survey Results.
PUB DATE- Dec 95
NOTE- 12p.; Paper presented at the Annual American Vocational Association Convention (Denver, CO, December 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; *Business Education Teachers; *Distributive Education; *Job Satisfaction; Marketing; Morale; National Surveys; Secondary Education; Teacher Associations; *Teacher Attitudes; *Teacher Characteristics; Teacher Participation; Teaching Conditions
IDENTIFIERS- *Schools and Staffing Survey (NCES)

Data were collected on the demographic characteristics, educational backgrounds, and perceptions/attitudes of the approximately 1,429 business and marketing education teachers who were among the subsample of 3,538 vocational teachers and total sample of 56,051 public school teachers who participated in the 1990-91 Schools and Staffing Survey. These data were analyzed to develop a profile of business and marketing education teachers in the United States. Among the study's main conclusions were the following: (1) 55.9% of business/marketing teachers have a second major or minor field of study; (2) 60.5% participated in teacher workshops or inservice training, and 85.9% belonged to a professional teacher or educational organization; (3) 50.1% were optimistic about their degree of control over their environment in determining discipline policy and 58.5% were optimistic about their degree of control over curriculum; (4) fewer than half the teachers considered schools effective in assisting new teachers; and (5) building basic literacy skills, promoting good work habits/self-discipline, competencies are grouped into 12 units as follows: career development; decision making and problem solving; work ethic; job-seeking skills; job retention and career advancement skills; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items, core items essential for entry-level employment, and items needed to advance in child care occupations. The OCAP guide also contains an academic job profile based on the Work Keys system that identifies the level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic competencies in communication, mathematics, and science that all students must master; and a specific list of academic competencies for early childhood education and care. (KC)

ED 388 868 CE 070 286

Dental Assistant. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 68p.; For other related profiles, see CE 070 281-294.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Development; *Competence; Competency Based Education; *Dental Assistants; Dental Evaluation; Dental Health; Dental Hygienists; *Employment Potential; Entry Workers; *Job Skills; *Occupational Information; Postsecondary Education; Secondary Education
IDENTIFIERS- DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives from Ohio. This OCAP identifies the occupational, academic, and employability skills (competencies) needed to enter the dental assistant occupation. The competencies are clustered into 11 units that cover the following topics: infection control and hazards management; general health; emergency procedures; preventive dental assisting procedures; chairside assistance; dental specialties; dental laboratory procedures; dental office procedures; radiographic procedures; communications; and professionalism. In addition, employability competencies are grouped into 12 units: career development; decision making and problem solving; work ethic; job-seeking skills; job retention and career advancement skills; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items, core items essential for entry-level employment, and items needed to advance in dental assisting occupations. The OCAP guide also contains an academic job profile based on the Work Keys system that identifies the level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic assessment and evaluation. (JBJ)

ED 388 885 CG 025 954

Clawson, Thomas
The Role of Assessment in Counselor Certification. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Achievement Tests; *Counselor Certification; *Counselor Evaluation; Counselor Training; *Credentials; Evaluation; Evaluation Criteria; Evaluation Methods; Higher Education; Mastery Tests; *Standards; Supervision; Testing
IDENTIFIERS- ERIC Digests; National Board for Certified Counselors

Certification of professional counselors is presently viewed in two realms, that of state regulation and of national voluntary credentialing. This digest considers national voluntary certification. The first national certification began in 1972; in 1983 the National Board for Certified Counselors (NBCC) began certification for general practice counselors. Clinical mental health counselors and career counselors have merged with NBCC to become a specialty certification of the general practice of counseling. Across the realm of certifications in the counseling profession is the common thread of assessing individual counselors, training, supervision, experience, and knowledge; the similarities across the processes are remarkable. Other areas of assessment include job analysis and continuing training. Job analysis is not directly applied to the individual applicant for certification, but to a large group of practicing professionals. It is the precursor to assessment of certificants. Continuing training is an ongoing assessment practice that begins after credentialing is achieved. While counseling is an emerging profession, the NBCC has kept pace with national mandates for state-of-the-art assessment techniques. (JBJ)

ED 388 886 CG 025 955

Loesch, Larry C.
Assessment of Counselor Performance. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counseling; Counseling Effectiveness; *Counselor Evaluation; *Counselor Performance; *Evaluation Methods; Evaluation Research; Evaluators; Outcomes of Treatment; Personnel Evaluation; Psychological Evaluation; Self Evaluation (Individuals)
IDENTIFIERS- ERIC Digests

Assessment of counselor performance is directly linked to assessment of counseling outcomes because counseling outcome is contingent upon counselor performance. Thus, the assessment of counseling outcome literature is the general context for the more specific literature on assessment of counselor

Dorsch, Nina G.

Being Real and Being Realistic: Chemical Abuse Prevention, Teen Counselors, and an Ethic of Care.

PUB DATE- 12 Oct 95

NOTE- 23p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 11-14, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Alcohol Abuse; *Counseling Services; *Discussion Groups; Drug Abuse; Early Adolescents; Intervention; Middle Schools; *Peer Counseling; Prevention; *Substance Abuse

Conducted to evaluate the efficacy of teen counselors in school drug prevention programs, this study utilizes the following as evaluation criterion: (1) interviews with school faculty and teen counselors; (2) observations of teen counselor meetings and sessions with middle school students; and (3) documentation such as teen counselor training and resource materials. Subjects were two teen counselors from an area school district. Findings from the study suggest that teen counseling programs can be both cost efficient and effective in the prevention of substance abuse. Included in the document are transcripts of actual sessions conducted by the interviewed teen counselors. (SR)

ED 388 907 CG 026 620

Bekuis, Tanja

Unsafe Public Schools and the Risk of Dropping Out: A Longitudinal Study of Adolescents.

PUB DATE- Apr 95

NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 29-April 2, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; Dropout Attitudes; *Dropout Characteristics; *Dropouts; Educational Strategies; Environment; High Risk Students; Intervention; Longitudinal Studies; *Public Schools; Questionnaires; *School Safety; Secondary Education; Student Behavior; Violence

The deterioration of school environments in conjunction with large numbers of dropouts are related issues of national concern. This longitudinal study evaluates student exposure to unsafe public schools during adolescence as a potential risk factor for dropping out by 10th grade. A panel of 13,217 public school students assessed at base year and 2 years later was drawn from a national database. Perceived safety in the 8th grade as compared to 10th grade was evaluated in the presence of demographic characteristics. The findings suggest that students exposed to unsafe schools are at risk of dropping out. Contains 25 references; 2 tables present statistical analysis. (SR)

ED 388 908 CG 026 626

Stickel, Sue A.

The Internship in School Counseling: A National Survey of Counselor Training Programs.

PUB DATE- Mar 95

*Conflict Resolution; Counseling; Emotional Problems; High Schools; Junior High Schools; *Mental Health; Moods; Psychologists; *Role Playing; School Counselors; School Psychologists; *Self Management; Social Workers; Teaching Guides; Violence

Although anger is a universal emotion, many normal people have great difficulty expressing this feeling. It is associated with physical as well as emotional manifestations, and has serious, destructive social ramifications. Several cognitive skills have been identified in the constructive use of anger: focus strategies, cognitive restructuring, self-instruction, impulse control, and problem solving. The goal of RETHINK is to teach young people that they can learn how to manage their anger and encourage them to practice a set of seven skills: (1) recognize anger in yourself and others; (2) empathize with the other person; (3) think about the situation differently; (4) hear what is being said; (5) integrate respect and love when expressing anger; (6) notice your body's reactions to anger; and (7) keep your attention on the present problem. This discussion leader's manual is designed for use with an accompanying video. The manual is divided into several segments, providing periods for group discussion and/or role play. Chapters following an introduction and a synopsis are: (1) Learning Options; (2) RETHINK Workout Procedures; (3) Hints for a Successful Session; (4) Suggested Role-Play Topics; and (5) Leader's Self-Evaluation Checklist. Selected readings and participant handouts are included. (JBJ)

ED 388 927 CG 026 688

Spray, Kristina J.
Personality Traits of Mathematically Advanced College Students.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Calculus; College Students; Higher Education; *Mathematical Aptitude; *Mathematics Achievement; Mathematics Skills; Personality Assessment; *Personality Traits; Science Process Skills; Sex Differences

This study examined how students with a minimum background of Calculus IV (n=17) differ from other college students (n=17) on personality traits as determined by the 16 PF, fifth edition. Significant differences were found on Factor A (Warmth), Factor B (Reasoning), Factor F (Liveliness) and Factor H (Social Boldness). Gender differences were also investigated, both within each group, and across groups. No significant differences were found between males and females in the calculus group. However, males and females in the control group significantly differed on Factor L (Vigilance) and Factor Q1 (Openness to Change). Males in the calculus group differed significantly from males in the control group on Factor F (Liveliness). Females in these two groups significantly differed on Factor A (Warmth) and Factor B (Reasoning). Contains five tables. (Author)

ED 388 928 CG 026 689

Byrd, Marquita L.; Robinson, Andrea
Gender In Interviewing.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English

journal "The Science of Reading" presents 21 articles on a variety of questions dealing with reading. Most articles in the collection have summaries in English. Articles in the April issue are: "Efforts to Enliven the School Library" (M. Takeda); "A Mistake in Comprehending a Literary Work and an Attempt to Correct It" (K. Magara); "The Effect of Information about Seeing-Eye Dogs Disseminated to Local Citizens" (K. Tokuda and T. Mochizuki); "'Point of View' in the Story 'Gongitsune': A Refutation of the Theory of View-Point Change" (Y. Mochizuki); "The Effect of Different Classroom Learning Activities on Students' Reading Comprehension" (M. Tanaka); "One Teacher's Experience Reading Literature Aloud in High School Classes" (K. Takahashi); and "Adverse Effects of Lower Cognitive Processing Capacity on Achievement: What Can We Do?" (J. M. Furukawa). Articles in the July issue are "Creating an Attractive School Library" (M. Hori); "The Effects of Expertise on Understanding Cartoon Signs" (N. Murata); "Interpreting "Vacancies" in Fictional Texts" (H. Tandoh); and "The Construction of Temporal and Causal Relationships in Story Comprehension" (H. Yamamoto). Articles in the October issue are: "Using the School Library as a Reading Center Fostering the Love of Reading in Children" (N. Ogiwara and A. Nakayama); "Film Forms in the Comprehension of Films" (M. Aoyama); "The Concept of 'Stylistic Interference'" (T. Asada); "To Use or Not to Use Romaji--A Psycholinguistic Evaluation of the Arguments against the Use of Romaji for Teaching Japanese with Learners of Alphabetic Mother Tongues" (K. Tamaoka and M. Barbara); and "The Effect of a Teacher's Commentary on Students' Understanding of a Story Read Aloud" (M. Tanaka). Articles in the December issue are: "Thoughts on a School Library Conducive to Studying" (K. Takahashi); "An Alternative Method for the Teaching of Reading of Japanese Classical Literature--Using Weird Stories from the Edo Period" (H. Masuda and Y. Kudo); "Working Memory and Reading Difficulties in Children" (N. Kitao); "Effects of Pre-Reading Activities on Schema Activation" (H. Iijima); and "Effects on Children's Understanding of the Handicapped from Listening to a Story" (K. Tokuda). (RS)

ED 388 948   CS 012 296

Rasinski, Timothy; Padak, Nancy
Curriculum Integration in Even Start Programs. Occasional Paper #5.
PUB DATE- Dec 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Childhood Education; Evaluation Methods; *Integrated Curriculum; *Literacy; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- *Even Start; *Ohio

A study examined Ohio Even Start programs and their attempts to create integrated curricula within their programs. A survey was sent to all Even Start programs. Results indicated that: (1) most of the programs defined their integrated curricula in terms of the themes they designated as focal points (such as consumer skills, child discipline, childhood safety, and holidays); (2) most programs met regularly to plan and coordinate learning goals and activities; (3) obstacles included the large amount of time, planning, coordination, and materials required; (4) matching topics to families' needs and interests appeared to be the most important factor for success;

informant to promote understanding of how children learn through stories was the guiding principle of the study. Results showed that while girls narrated a social orientation of the world, centered on relationship, boys narrated a world of action. While girls articulated a domestic world in which all ends well, boys narrated a public world of good guy/bad buy encounters wherein the superhero model handles resolution. While girls appear to recount lived experience as it actually happened, boys embellish real-life experience with fantasy elements. Finally, while social interaction and cooperation take priority in feminine childhood culture, power struggle, rules, and the importance of winning take priority in male childhood culture. Evidence suggests that popular culture has a stronger influence on boys than on girls. In assessing the influence of popular culture, research discussion examines these results in light of the influences of electronic media, children's toys (which polarize gender stereotypes), and transmedia intertextuality. (Contains 14 references.) (TB)

ED 388 967 CS 215 078

Agnello, Mary Frances Linden
A Multicultural Glimpse of Rural and Urban Adolescence in Robert Newton Peck's "A Day No Pigs Would Die" and Paul Zindel's "The Pigman."
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Adolescent Literature; *Cultural Differences; Ethnicity; *Integrated Curriculum; Language Arts; Literary Criticism; *Literature Appreciation; Multicultural Education; *Rural Areas; Secondary Education; Self Concept; *Urban Culture
IDENTIFIERS- Day No Pigs Would Die (A); Pigman

"A Day No Pigs Would Die" by Robert Newton Peck and "The Pigman" by Paul Zindel are 2 short novels that offer treasures in the form of many lessons in life to share in the language arts classroom. These two rich novels can serve as sources for multicultural understanding of rural and urban life, as well as for interpreting the protagonists' growth through life experiences. An integrated curriculum can enhance the meaning of the 2 novels for the language arts class as students participate in Robert's and John's quest for identity and adulthood within the contexts of social studies, home and family living, and agricultural studies. In the contexts of multicultural education, the study of these works will enhance multicultural understandings by helping students participate in the aesthetic experiences of at least one other ethnic group. They will experience diverse perspectives of one extreme of ruralism contrasted to the epitome of urbanism on Staten Island. They will encounter a different religious point of view of the Shakers. And, finally, students will be exposed to standard American dialect versus a local New England dialect as a legitimate medium of communication. Through the personal experiences of Peck, students can look at a rural existence that many will find harsh and manual. The more cosmopolitan view of Zindel's insights were inspired by his life among the very diverse and dense populations of Staten Island. (Includes 10 notes.) (TB)

ED 388 968 CS 215 080

Deans, Tom
Coming to Terms with Clarity.
PUB DATE- Nov 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Grammar; Higher Education; *Language Usage; Rhetoric; Rhetorical Theory; *Teacher Student Relationship; *Writing (Composition); *Writing Evaluation; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Clarity

There are three distinct ways that the metaphor of "clarity" is employed in rhetorical history and in daily interchanges, correlating to three ways of looking at language, in turn correlating to three approaches to teaching writing. What is being proposed is more of a taxonomy than a pedagogy, but this taxonomy is important because of its implications for teaching. There are three "motives of clarity": (1) the conventional, (2) the economical, and (3) the rhetorical. The first metaphorical understanding of "clarity" has to do with values and power, seemingly non-negotiable rules, right and wrong. Here "clarity" is associated with "correctness," with abiding by conventional rules of grammar, usage, argument and genre. The second metaphorical understanding of clarity is "economic"; it is primarily concerned with the efficiency of written communication. Here, clarity is less concerned with convention than with the cost-effective transmission of information. A lack of clarity, in this sense, is a wordiness or haphazardness or use of the figurative that demands too much time and linguistic attention of the reader. The third metaphorical understanding of "clarity" is "rhetorical," that is, it affirms real and situated readers and writers and is concerned with their capacity to "see" one another, to create meaning together through the text. Here clarity is what works to achieve the writer's purpose with a particular audience. (TB)

ED 388 986 CS 215 126

Plopper, Bruce L.
Statute Midwifery: Nurturing Passage of a State Student Publications Act.
PUB DATE- Aug 95
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Freedom of Speech; High Schools; High School Students; Journalism Research; *Legislation; Legislators; *Lobbying; Political Issues; *School Newspapers; *School Publications
IDENTIFIERS- *Arkansas; Press Law; *Scholastic Journalism

This paper reviews research concerning the attitudes that principals, journalism advisers, high school journalism press association directors, and student editors hold toward student publications, and it reviews research concerning effective political strategies. The study focuses particularly on the strategies employed by supporters of student press legislation in Arkansas, where such legislation, despite the state's

NOTE- 24p.; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *College Administration; Communication Research; Discourse Analysis; *Earthquakes; Higher Education; *Organizational Communication; *Public Relations
IDENTIFIERS- *California State University Northridge; Emergent Meaning; *Organizational Culture

The Organizational Communication Culture (OCC) method, designed by Charles A. Bantz (1993) was utilized as the primary method for analyzing messages coming from the administration of California State University, Northridge, after the earthquake. Bantz feels that communication interactions in an organization bring meanings and expectations to that organization and that by analyzing these symbolic forms, the researcher has some insight into the culture of the group being studied. Results of the study were organized around three key constructs: harmony, family community, and spirit/dedication. It is important to note, however, that no single construct is representative of the entire culture of the university--this study concerns only the administration's vision as it is represented in its documents. First, the documents emphasized team work and collaboration as though the harmony displayed among the participants in the project reorganization were representative of an organism back in harmony with nature and not at odds with nature. Second, the university became a refuge or family for students who had lost their homes or were in some way displaced by the earthquake. Third, letters from the president's office explained, defined, and expressed how the slogan, "Not Just Back...Better" reflected an attitude of what the administration was trying to do. Key documents are analyzed according to themes outlined by Bantz: vocabulary, themes, temporality, and architecture. (TB)

ED 389 007 CS 509 057

Ritchey, David
Using the Movie, "The Gods Must Be Crazy," in Interpersonal Communications Classes.
PUB DATE- Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; *Critical Viewing; Cultural Awareness; *Cultural Differences; Ethnic Stereotypes; *Films; Foreign Countries; Higher Education; Instructional Effectiveness; *Intercultural Communication; *Interpersonal Communication; *Multicultural Education
IDENTIFIERS- Africa; *Gods Must Be Crazy (The)

Opening in 1981 to moviegoers in Japan, France, and the United States, "The Gods Must Be Crazy" became an international hit. Set in Botswana, the film covers a relatively small geographic area yet nevertheless can open classroom discussions about how many cultures and how much cultural diversity can exist in a a certain way. Furthermore tomorrow, the practitioner increasingly will need to be culturally astute and cosmopolitan and particularly sensitive to the multicultural and international nuances of the organization's publics. The practitioner's role will change fundamentally as institutions and society change. Consideration of Cold War dichotomies, such as capitalism vs. communism or democracy vs. totalitarianism, will become old-fashioned or irrelevant for those practitioners called upon to defend and ultimately examine base ideological assumptions of their organizations and their very societies. For future practice, public relations scholars and practitioners will need to consider, not only theories of communication, but also theories of society that satisfactorily transcend more narrow political ideologies. Students need to become professionals who can examine, maintain and modify as necessary the traditional organizational and societal values and belief systems in an age in which those values, beliefs, and ideologies will be continually challenged. (Contains nine notes.) (NKA)

ED 389 026 CS 509 084

Fels, Michael D.
Imagining America: A Study of Assumptions and Expectations among English as a Second Language Students from Japan.
PUB DATE- 22 Nov 94
NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; Culture Conflict; English (Second Language); *Foreign Students; Higher Education; *High Risk Students; *Student Attitudes; Student Subcultures; *Teacher Student Relationship
IDENTIFIERS- *Nonnative Speakers

A study examined a set of assumptions and expectations held by six male Japanese students (who came to the United States to learn to speak, read, and write English) upon their arrival and 6 months later. These students were considered at-risk because their marginal university status and their inability to function in an English language environment cut them off from traditional support services. Students' responses to both sets of open-ended interview questions were terse, succinct, and unelaborated. Responses were gathered into a first-person narrative. Results indicated that the students' shifted their assumption that the best thing in the United States would be "freedom" to expressions that the best thing in the United States is that "it's cheap." Students also shifted from the belief that they would get to know and be liked by United States students to the reality that their new friends were all foreigners like themselves. Findings suggest four techniques for teachers to use with at-risk students from the moment they arrive: (1) visit at-risk students in their home environment to gain a better understanding of who the students are; (2) examine assumptions about the university and at-risk students' place in it; (3) follow-up on a regular basis to determine shifts in assumptions and expectations; and (4) use this information as a starting point for meaningful dialogue between teacher and student. (Appendixes present survey instruments and answers.) (RS)

Many states are looking at education vouchers and asking whether a market solution can improve the quality of public education. The answer partially depends on how government and religion will interact and whether states' constitutions or the religion clauses in the United States Constitution will permit voucher plans to include religious schools. This information brief examines the constitutionality of education vouchers under state and federal law. It discusses Minnesota's relevant constitutional provisions, constitutional challenges to education vouchers in other states, and federal constitutional provisions that are implicated in the discussion. A conclusion is that if government supplies or lends equipment or material, it must be to the religious-school students and their parents. If government supplies teaching or administrative services, the personnel who supply the services must not be subject to control of the religious school. If government supplies health, diagnostic, remedial, testing, or counseling services to students in a religious school, it must provide all but the most impersonal and limited services off the school campus. If government provides state payments for students to attend a religious school, the aid must flow to the students and parents; the students and parents must also be allowed to make individual choices about school attendance. Finally, if government funds aid programs that benefit religious schools, the age of the students is important because young students may be more likely to see state aid as a symbol of government endorsement of religion. A chart illustrates the permissible and impermissible forms of public aid to nonpublic schools. (LMI)

ED 389 046 EA 027 148

Jones, Linda K.; Falkenberg, Eugene
Impact of a Community School on Citizens' Attitudes.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Citizen Participation; Citizen Role; Community Attitudes; Community Development; *Community Education; *Community Schools; Elementary Education; Foreign Countries; School Community Relationship
IDENTIFIERS- Lethbridge School District AB

This paper presents findings of a study that examined the effect of participation in community education on citizens' attitudes during the school years 1985-85 through 1987-88. Community-education programs stress citizen involvement in democratic process, leading to self-actualization and community development. Bronfenbrenner's ecological research model (1976) was adapted to the study of community education. Data were collected through a survey of residents, school personnel, and service-agency personnel at two schools in Lethbridge School District, Alberta; interviews with community residents; and observation of community forums. One school was a community school, designed and staffed to follow the Alberta (Canada) Community School guildeines, and one was a mandated fine-arts elementary school. Findings indicate that the two samples held different attitudes toward their relationships with peer groups, the informal neighborhood social network, service agencies, and local political system. However, the two groups data-collection instruments used in the implementation study and the outcomes study. (Contains 46 tables). (LMI)

ED 389 065 EA 027 172

High Expectations, High Achievements. State Report Card 1995. K-12 Public Education in Colorado.
PUB DATE- 95
NOTE- 70p.; For the 1994 report, see ED 379 746.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Finance; *Educational Objectives; Elementary Secondary Education; High School Graduates; Performance; Postsecondary Education; School Choice; School Demography; School Districts; School Personnel; State Programs; *State Standards
IDENTIFIERS- *Colorado; *National Education Goals 1990

This document contains the 1995 report card for Colorado education, which provides information about how Colorado public schools have performed and are moving toward meeting district, state, and national education goals. Section 1 contains a message from Bill Randall, Colorado Commissioner of Education. Section 2 presents Colorado's model for educational change and describes a variety of state initiatives for systems change. The third section reports on the state's progress toward the National Education Goals, based on Colorado indicators of progress. Suggestions for parents who want to help Colorado education meet its goals are also offered. Data on Colorado students' educational performance are provided in section 4, including academic achievement, graduation rates, and attendance rates. Sections 5 and 6 present profiles of school-age students and educational personnel. An overview of Colorado's educational system is provided in section 7, including information on state educational programs and school district revenues and expenditures. A list of school districts by geographic-setting categories and of boards of cooperative educational services are included. Contains 66 figures. (LMI)

ED 389 066 EA 027 173

Schumaker, Paul
The Justice and Injustice of Alternative Approaches to School Desegregation: The Perceptions of School Board Members.
PUB DATE- Sep 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 30-September 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Boards of Education; Busing; *Desegregation Methods; Desegregation Plans; Educational Opportunities; Elementary Secondary Education; Equal Education; *Justice; Minority Groups; *Policy Formation; Politics of Education; School Choice; *School Desegregation; Social Attitudes; Voluntary Desegregation

This paper presents findings of a study that examined 60 school board members' perceptions of school desegregation and other policies aimed at enhancing the educational attainment of minority groups. Interviews were conducted with school board members in 12 American cities--Atlanta, Georgia; Austin, Texas;

Inventory of Academic Standards-Related Activities. 95-07.
PUB DATE- Jul 95
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; Elementary Secondary Education; National Curriculum; National Organizations; Nonprofit Organizations; Partnerships in Education; *Performance; Professional Associations; Resources; School Business Relationship; *Standards
IDENTIFIERS- *National Education Goals 1990

This document summarizes the academic standards-related activities of 26 national organizations, business organizations, and professional organizations. Each summary includes contact information and describes the organization's mission and purpose, interest in standards, and activities for technical assistance, dissemination, assessment, and teacher education. The inventory will help the National Education Goals Panel identify organizations and associations that: (1) conduct activities related to "world-class" standards; (2) develop performance standards and assessments; (3) give states and localities technical assistance and feedback on their standards; (4) develop comments on content standards; and (5) inform educators and the public. (LMI)

ED 389 086 EA 027 200

Wiedmer, Terry L.; Kowalski, Theodore J.
Practice in School Public Relations: A Study of Superintendents in Four Midwestern States.
PUB DATE- Oct 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Information Dissemination; Public Opinion; *Public Relations; *School Community Relationship; *School Districts; Strategic Planning; Superintendents; *Technology
IDENTIFIERS- United States (Midwest)

School-reform efforts have forced administrators and board members to pay increasing attention to school-community relationships. This paper presents findings of a study conducted during 1993-94 that examined public-relations practices in 168 school districts in 4 midwestern states. A survey of 200 superintendents in Illinois, Indiana, Minnesota, and Wisconsin elicited 168 replies, an 84 percent response rate. Findings show that many school districts were doing little in the public-relations arena. Nearly one-half of the districts (42 percent) did not have a plan or policy directing public-relations activities and about 20 percent had not designated a person responsible for public relations. The most widely used public-relations technique was the issue of news releases. Few superintendents viewed their public-relations role as more than providing information to the public. Respondents identified funding and time allocation as the greatest barriers to program implementation. One-way, sporadic communication designed to influence public opinion continued to

(IEP) meeting. Suggestions for refocusing middle/junior high school curriculum to facilitate transition include assessing available course offerings that match IEP goals and other transitional curriculum areas, assessing the gaps between what is being taught and what the student needs, and developing resources and strategies for bridging the gaps. Appropriate curriculum practices are suggested in the areas of vocational training/pre-employment, personal management and independent living, community participation, recreation and leisure, and preparation for continued education/training. Critical skills for college bound junior high/middle school students with learning disabilities are listed as are quality indicators of effective instruction for a functional curriculum. (DB)

ED 389 106 EC 304 391

Cohen, Oscar P.
The Adverse Implications of Full Inclusion for Deaf Students.
PUB DATE- Jul 95
NOTE- 10p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; Civil Rights; Court Litigation; Deaf Interpreting; *Deafness; *Educational Practices; Educational Trends; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; Mainstreaming; Peer Relationship; Social Integration; *Student Placement; *Student Rights

This paper addresses the advocacy movement for the inclusion of children with disabilities in general education classrooms, especially the meaning of this movement for children who are deaf. First the ideology of the militant push for full mandatory inclusion is considered. This ideology is seen as having been fueled by two events. The first event was the 1975 Individuals with Disabilities Education Act which focused on providing all children with a "free and appropriate public education" in the "least restrictive environment." The ideology of mandatory inclusion is seen as actually contradicting the law and defying the logic of how individual needs can best be met. Second, the civil rights rationale underlying the U.S. Supreme Court decision 40 years ago that banned racially segregated schools has been applied to educational placements for children with disabilities. Instead of safeguarding the rights of children, inclusionists are seen as denying children the right to attend school in alternative settings. The reality of inclusion for many deaf children is considered, and research is cited showing that the social communication between hearing and deaf children in inclusive settings is predominantly negative and does not promote social assimilation. Difficulties with using an educational interpreter are identified, including the denial of normal peer interaction to the deaf child and serious pedagogical limitations to an interpreted education. The paper urges educators not to abandon the continuum of alternative educational placements for deaf children in favor of mandatory full inclusion. (Contains 11 references.) (DB)

ED 389 107 EC 304 392

Gatty, Janice C.
Model Programs of Early Education for Hearing-Impaired Children and Their Families.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Compliance (Legal); *Disabilities; *Educational Legislation; Educational Policy; Elementary Secondary Education; *Eligibility; *Evaluation Methods; Federal Legislation; Resistance to Change; *Special Education; *Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Education Act

This background paper for a policy forum provides a framework for discussing the issue of determining eligibility for special education programs and services according to the Individuals with Disabilities Education Act (IDEA). Included is a review of the role of assessment in special education, concerns about assessment practices, and constraints on change. Examples are provided of alternative approaches to improve the eligibility determination process, which have been implemented in Pennsylvania, Iowa, Ohio, Michigan, Florida, and American Samoa. It is suggested that existing special education requirements constrict movement toward using eligibility assessment results to measure a student's current status for important outcomes. It is claimed that there is little if any use of assessment data to plan or evaluate the intervention provided under special education. Although schools are required to review each child's individualized education program at least once a year, there is no requirement that assessments be used to track progress or measure outcomes. Many of the constraints to change involve legal and/or fiscal issues, including the link between categorical identification of a disability and due process and protection of individual rights. (SW)

ED 389 126 EC 304 412

Gonzalez, Patricia
Strategies for Teacher Retention.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; *Disabilities; Elementary Secondary Education; Job Satisfaction; *Labor Turnover; *Special Education Teachers; State Programs; Teacher Morale; *Teacher Persistence; *Teacher Recruitment; Teaching Conditions

Strategies for teacher retention are presented, including successful approaches and elements for operating a state system for personnel recruitment and retention in special education. Such initiatives as the Utah Mentor Teacher Academy; the Texas Teacher Recruitment, Retention and Assistance Program; and the Kansas Recruitment/Retention Project are briefly discussed, along with elements of beginning teacher programs implemented in 34 states. Major components of a state personnel recruitment and retention system are identified, including data collection and analysis, marketing and recruitment, training and certification, and professional support and enhancement. Appendixes offer strategies which can influence job satisfaction and commitment through teacher supports or work environment changes, in excerpts from four papers: "Fourteen Tips to Help Special Educators Deal with Stress" (ERIC spent caring for his child. The study resulted in the following recommendations for service providers: (1) learn from fathers their priorities for their children and suggest activities that respond to those priorities; (2) work with fathers to talk more with their children; and (3) tap the problem-solving orientation of fathers, such as discussing ways to adapt toys. The newsletter also provides contact information and a brief description of seven resources for fathers, a vignette describing the coping strategies of one father whose daughter was severely brain damaged as a result of spinal meningitis, a discussion of how fathers may feel left out when dealing with service providers, and suggestions for involving fathers more with their special needs children. (DB)

ED 389 145 EC 304 432

Andrews, Stephanie; And Others
Hearing Impaired Children's Retelling of Stories Following Presentation in Whole-Class and Individual Contexts.
PUB DATE- Jul 95
NOTE- 17p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Sign Language; *Deafness; Grade 1; *Grouping (Instructional Purposes); *Hearing Impairments; Individual Instruction; Instructional Effectiveness; *Listening Comprehension; Performance Factors; Primary Education; *Reading Aloud to Others; Recall (Psychology); Small Group Instruction; Story Reading; *Story Telling
IDENTIFIERS- *Group Size

This study investigated the ability of six first graders with moderate to severe hearing impairment to recall a story using four reading presentation conditions: (1) group reading with interaction, (2) group reading without interaction, (3) individual reading with interaction, and (4) individual reading without interaction. Four books (one book for each condition) were simultaneously signed in American Sign Language and read aloud to the children. The children waited approximately 20 minutes after the stories were read and then retold them to the classroom teacher. Analysis of the videotaped retellings revealed that the group interactive reading presentation seemed to be more effective in facilitating children's recall of the story compared to the other three conditions. The group interactive condition was consistently more effective in each of the three categories assessed (number of spoken and/or signed utterances used in retelling, number of events recalled, and inclusion of primary story elements). Results are discussed in light of other research suggesting that reading to small groups of children is more effective than reading to either individual children or larger groups. (Contains 13 references.) (Author/DB)

ED 389 146 EC 304 433

Creaghead, Nancy A.
Using Scripts To Facilitate Communication of Children with Hearing Impairment.
PUB DATE- Jul 95
NOTE- 16p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20,

matter in the native language, with gradual introduction of English to teach subject matter and concepts. Data on student achievement were collected between 1985 and 1991 on over 350 limited-English-proficient students in 10 elementary schools, and a detailed longitudinal analysis was conducted on 230 students. Results show that in fourth grade, immersion students performed better in all aspects of academic performance, and particularly language skills, but by seventh grade, no significant differences were found in any aspect. Surveys of and interviews with bilingual program teachers, parents, and students revealed strengths and weaknesses, but general support. These results are detailed. Contains 59 references. (MSE)

ED 389 163   FL 023 254

Goetzfridt, Nicholas J.; Goniwiecha, Mark C.
Language Dictionaries and Grammars of Guam and Micronesia.
PUB DATE- Aug 89
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Chamorro; Colonialism; Cultural Context; *Dictionaries; English (Second Language); Foreign Countries; *Grammar; Language Maintenance; Maps; *Reference Materials; Spanish; *Uncommonly Taught Languages
IDENTIFIERS- *Guam; *Micronesia

The study of language reference materials, particularly dictionaries and grammar works, for languages of Guam and Micronesia includes a brief history of their evolution and an annotated bibliography. An introductory section describes the geographic situation of Micronesia and chronicles numerous periods of foreign influence: Spanish Colonization (1668-1898), German Period (1898-191), The Japanese Era (1919-1944), and American Influence (since 1898). Establishment of the Trust Territories of the Pacific Islands after World War II, independence, and the ongoing relationship with the United States are outlined. Efforts to preserve the indigenous languages through development of orthographic systems are noted and the Micronesian language groups are detailed. The annotated bibliography that follows includes new sources since the 1970s and only items currently in print. They are presented in these categories: the Chamorro Language; Saipan Carolinian; Kosraean; Pohnpeian; Mokilese; Kapingamarangi; Nukuoro; Trukese; Puluwat; Yapese; Ulithian; Woleian; Kiribati; Marshallese; Nauruan; Palauan; and Pulo Annian. Appended materials include a map of Micronesia and a chart outlining the separate geographic areas and languages, with numbers of speakers, dictionaries and grammars, libraries and collection sizes, and economic bases. (MSE)

ED 389 164   FL 023 298

Ogunyemi, Olatunji Isola
The Role of Media in Promoting African Indigenous Languages (Case Study of Nigeria).
PUB DATE- Feb 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *African Languages; Case Studies; *Community Role;

requirements for bilingual education and English-as-a-Second-Language (ESL) teachers, and the ways in which these requirements address or do not address the challenge of preparing teachers to enable limited-English-proficient (LEP) students to meet high academic standards. Numbers of certified teachers in each state are also presented. The Task D210 report presents information on the status of state efforts toward the development of statewide student performance standards and assessment systems, and the extent to which LEP students have been included in these state systems. State-by-state summaries are appended. (MSE)

ED 389 184 FL 023 372

Johns, Kenneth M.
How Children Learn a Second Language. Fastback 278.
PUB DATE- 88
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Caregivers; Child Language; Children; Developmental Stages; Educational Environment; *Intellectual Development; *Language Acquisition; Language Research; *Learning Processes; Learning Strategies; Linguistic Theory; Parent Role; Second Language Learning; *Second Languages; *Teacher Role; Time Factors (Learning)

The purpose of this fastback is to help teachers find out how children acquire a second language and explore the linguistic foundations on which sound English as a Second Language (ESL) curricula can be developed. It is intended for the regular classroom teacher, not the ESL specialist. Central findings in research on second language learning include these: that there is an order in which language structures are acquired; this order differs from the traditional grammar sequence taught; fluency develops gradually and subconsciously; and formal learning of grammatical structures follows. Three conditions are necessary for second language learning: perception of a need to communicate in the target language; comprehensible input; and a low-anxiety environment. Children go through four stages in second language learning: pre-production; early production; speech emergence; and intermediate fluency. They proceed through these stages at their own pace, and forcing can delay progress. The teacher's role is to structure an environment in which the learner finds it necessary to communicate, using a variety of techniques so the message transmitted is understood. Above all, the teacher should take an interest in the child's first language and culture, and should accept all attempts made to communicate. Caretakers should provide an environment rich in language experiences and cooperate with the school in second language teaching efforts. Teachers must understand that the child learned his native language easily, and can learn the second similarly. Teacher knowledge of the native language is not required for effectiveness. (MSE)

ED 389 185 FL 023 383

Greis, Naguib
Bridging the Evaluation Gap in ESL.
PUB DATE- 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- Bilingual Education; *Cooperation; Elementary Secondary Education; *English (Second Language); *Inservice Teacher Education; Interprofessional Relationship; Language Teachers; Needs Assessment; Professional Development; Second Language Instruction; *Teacher Improvement; Teacher Workshops; Teamwork; *Urban Areas
IDENTIFIERS- Illinois (Chicago)

This report describes Teamworks, a 3-year project in Chicago, Illinois, that addressed the need for greater collaboration and teamwork between general program and bilingual/ESL teachers in the teaching community. Infrequent communication between these two teacher groups caused fractured education for the limited-English-proficient (LEP) students who participated in the bilingual/ESL program. The project reviews the Chicago programs, from inception to conclusion and follow-up in this large, urban setting. The 4-member Teamworks staff provided a variety of support services to the schools involved, such as needs assessment and help with specific problems. Teamworks staff conducted individual teacher interviews, surveyed school principals, and coordinated teacher interaction. Pre- and post-data surveys revealed that the instructional competencies of both mainstream and bilingual teachers were enhanced by the Teamworks effort and discovered the need for greater involvement by school principals in such program activities. Appendixes list sample activities to improve coordination between teachers and sample training topics for enhancing instructional competencies. (Contains four references.) (NAV)

ED 389 206 FL 023 413

Jones, Nathan B.
Using Collaborative Writing Creatively To Teach Reader-Based Prose.
PUB DATE- 19 Oct 95
NOTE- 20p.; Paper presented at the National College English Writing Conference (Kaohsiung, Taiwan, October 19, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); Foreign Countries; Graduate Students; Higher Education; *Participative Decision Making; Peer Groups; Reading Comprehension; Second Language Learning; Simulation; Surveys; *Writing (Composition); *Writing Instruction; Written Language
IDENTIFIERS- International Trade Institute (Taiwan)

This paper describes the basic features of a collaborative writing exercise used to help 40 English-as-a-Foreign-Langauge (EFL) students write reader-based prose. It presents an actual study that examined the use of collaborative writing to help students draft reader-based prose in intermediate and advanced EFL composition classes at the graduate-level International Trade Institute in Taiwan. Using a student-centered, competitive, simulation exercise called "Personnel," students had to simulate selecting a store manager using argumentative, written, reader-based prose in memo format. By the end of the exercise, students understood more deeply the advantages and disadvantages of choice in the written word when that word had to be understood by others. Overall, the task motivated students to learn from one another and to value interaction with peers as much as they valued teacher feedback. Post-game surveys indicated that students enjoyed the exercise and education," but it promotes adult education in many ways--literacy, teacher education, training of all kinds, nonformal education, vocational education, and human resource development. Agencies that fund research are increasingly interested in collaboration among institutions in carrying out the studies. They are also interested in funding projects that result in empowerment of people in developing countries to carry on their own adult education after the projects end. Graduate students can conduct outstanding research projects without funding and without traveling to foreign countries. There is a need to document the international projects that are being carried on; such a study could be done with resources available by telephone and online in this country. Attached is a list of international research opportunities. (KC)

ED 388 759 CE 070 103

Career Cruiser.
PUB DATE- 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Education; *Career Exploration; Check Lists; Educational Opportunities; *Employment Opportunities; *Employment Qualifications; Higher Education; Interest Inventories; Intermediate Grades; Junior High Schools; *Middle Schools; *Occupational Clusters; Occupational Information; Self Evaluation (Individuals); Student Financial Aid; Tables (Data); *Vocational Interests
IDENTIFIERS- Middle School Students

This booklet, which is designed for middle school students in Florida, contains introductory information about the available occupations, possible earnings, and educational requirements of the following occupational clusters/areas: artistic, plants and animals, scientific, protective, mechanical, business detail, industrial, selling, accommodating, leading-influencing, humanitarian, and physical performing. The booklet begins with an interest inventory in which students are asked to rate their interest in eight activities typically performed by individuals employed in occupations belonging to the given cluster. Presented next is a 12-page table containing the following for each of 3 representative occupations in each of the 12 occupational clusters: main job duties, typical employers, source(s) of further information, average annual earnings, and education level and subjects typically required for entry-level employment. The types of training provided at the following postsecondary education institutions/training options are briefly described: public vocational-technical centers, community colleges, universities, the military, and apprenticeships. The availability of each type of training in Florida is briefly discussed along with Florida's Gold Seal Vocational Endorsement and Scholarship and Academic Scholars' Certificate programs. Concluding the brochure are a form for developing job leads and interview checklist. (MN)

ED 388 760 CE 070 104

Khan, Fern J.
Division of Continuing Education at Bank Street: A Model of Collaboration. Report.
PUB DATE- May 95

families and the informal network; legal and ethical issues; profile of typical case management consumer; case manager's position in the community; agency outreach; key players in case management; case load, case mix, and time utilization; case managers in various settings) and basic intake interview techniques (basic interviewing skills, screening for eligibility, and Texas Department of Human Services eligibility requirements). Included in the module are the following components: estimate of time required to complete the module; lists of suggested videos and speakers from public/private agencies; topic outlines containing topic objectives, the information to be learned for accomplishment of each topic objectives; 42 references; and transparency masters. (MN)

ED 388 777 CE 070 160

Lusky, Richard A.; And Others
A Standardized Certification Program for Case Managers Serving Frail Elderly Texans. Module II: Assessment and Care Plan Development.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 95
NOTE- 191p.; For modules I and III, see CE 070 159 and CE 070 161.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Aging (Individuals); Behavioral Objectives; *Caseworker Approach; Caseworkers; Community Programs; Coordination; Disabilities; Frail Elderly; Higher Education; *Human Services; Integrated Services; Learning Activities; Learning Modules; Lesson Plans; Mental Health; *Needs Assessment; *Professional Continuing Education; Social Work; Supervisory Methods; Supervisory Training
IDENTIFIERS- *Case Management; *Texas

This learning module is one of three training modules that were developed for members of the Texas Gerontological Consortium for Continuing Education to use in preparing case managers working in human service professions coordinating community-based programs for frail elderly Texans. Module II deals with the following topics: assessment (role of assessment; purpose and value of elderly assessment; criteria for instrument selection; basic concepts of aging and personality, aging and intelligence, sociometric assessment, and observations/interviews; functional assessment; assessment in the public sector by case managers); age-related mental and physical changes (psychosocial aspects of disabilities, consequences of bed rest, changes in the various body systems, sensory changes, kinesthetic and vestibular senses, mental health conditions); writing a care plan; and practicum. Included in the module are the following components: estimate of time required to complete the module; a list of suggested videos; and topic outlines containing topic objectives, the information to be learned for mastery of each topic objective, 49 references, and transparency masters. (MN)

ED 388 778 CE 070 161

Lusky, Richard A.; And Others
A Standardized Certification Program for Case Managers Serving Frail Elderly Texans. Module III: Implementation, Monitoring, Reassessment & Care Plan Adjustment, Closure, and Evaluation.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 95

The course has been designed to help new engineers with all aspects of report writing. It covers the outline and structure of reports, brainstorming, organization, and the most effective ways to present information. It includes applications of the principles of good writing, including grammar, punctuation, and mechanics. The introductory materials include a course outline, course objectives, and a topical outline. Lesson plans for six sessions are provided. The session materials include teaching notes, information sheets, exercises, and worksheets. (KC)

ED 388 798 CE 070 182

Lewandowski, Carol
Techniques for Better Memo Writing. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 44p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; *Business Correspondence; Business English; Competency Based Education; Curriculum Guides; Instructional Materials; Labor Force Development; Learning Activities; *Literacy Education; *Writing Instruction
IDENTIFIERS- Workplace Literacy

This guide, part of a series of workplace-developed materials for retraining factory workers, provides teaching materials for a workplace course in writing memos. The course covers recognizing the audience for a memo, identifying the topic, organizing the writing using four steps (think, write, review, correct) writing complete sentences, using correct punctuation, and using a standard memo format. It includes sample applications using memos common in the workforce. The introductory materials include course objectives, a topical outline, teaching methods, materials needed, and evaluation methods. Lesson plans for three sessions are provided. The session materials include teaching notes, information sheets, exercises, and worksheets. (KC)

ED 388 799 CE 070 183

Burt, Lorna
Writing Clear Instructions. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 22p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-182.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; *Business Correspondence; Business English; Competency Based Education; Curriculum Guides; Instructional Materials; Labor Force Development; Learning Activities; *Literacy Education; *Writing Instruction
IDENTIFIERS- *Instructions; Workplace Literacy

outcomes, key ideas, definitions, teaching strategies and methods, and suggested learning activities. Twenty supplements include information and activity sheets on the following: sources of consumer information; standards for comparisons; quality; thrift; case studies; food labeling; guarantees and warranties; advertising; clothing care and analysis; using credit; installment buying, and credit applications. A bibliography lists 19 references. The Illinois goals for world-class education for the 21st century also are included. (KC)

ED 388 816 CE 070 211

Managing Individual and Family Resources. Learning Guide 7. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 53p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Competency Based Education; Consumer Economics; Consumer Education; Credit (Finance); Educational Resources; *Family Financial Resources; Homemaking Skills; Learning Activities; *Money Management; Out of School Youth; *Quality of Life; State Curriculum Guides; Teaching Guides; *Time Management
IDENTIFIERS- Illinois

This learning guide is designed to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations) so that these individuals learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. This learning guide contains four competency units that provide information on family and personal resources. The competency units cover the following topics: (1) determining the resources available to self and family; (2) describing how resource management affects goal achievement; (3) analyzing lifestyle patterns to determine how resources can be used; and (4) strategies and practices to determine how resources can be used to yield greater satisfaction. Each competency unit consists of learner outcomes, key ideas, definitions, teaching strategies and methods, and suggested learning activities. Twenty-six supplements include information and activity sheets on the following: types of resources; family resources; time, money, energy, and skills resources; matching resources; values; personal goals; case studies of various family situations; shopping; using resources; using money; family life cycles; lifestyle studies; increasing resources; and using time and energy. A bibliography lists 25 references. The Illinois goals for world-class education for the 21st century also are included. (KC)

ED 388 817 CE 070 212

Improving Individual, Child, and Family Nutrition, Health and Wellness. Learning Guide 8. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 69p.; For related guides, see CE 070 204-235.

student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. Four competencies are addressed: (1) determine the resources available to self and family; (2) describe how the management of resources affects achievement of goals; (3) analyze lifestyle patterns to determine how resources may be used; and (4) plan strategies and practices to determine how resources may be used to yield greater satisfaction. Twenty-eight supplements contain information and activity sheets on the following: types of resources, values, personal goals, analyzing lifestyle patterns, use of money, making decisions, consumer decisions, increasing resources, spending plans, time use, and energy level. A bibliography contains 23 resources. (KC)

ED 388 833　　　　CE 070 228

Improving Individual, Child, and Family Nutrition, Health and Wellness. Secondary Learning Guide 8. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 81p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competence; *Competency Based Education; *Family Life Education; *Health Promotion; Home Economics; Learning Activities; Mental Health, *Nutrition; Obesity; *Physical Fitness; Pretests Posttests; Secondary Education; Self Evaluation (Individuals); State Curriculum Guides; Teaching Guides; *Well Being
IDENTIFIERS- Illinois

This competency-based secondary learning guide on improving individual, child, and family nutrition is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. The following competencies are addressed: define wellness; plan food choices to meet nutritional needs for individual, child, and family; assess mental health; and assess one's own state of physical fitness and identify needed improvement. Twenty-six supplements contain information and activity sheets on the following: health habits, wellness, food pyramid, nutrients, fast food, dietary goals, nutritional needs through the years, new food labels, personal strengths, self-esteem, assessing physical fitness, and taking a pulse. A bibliography contains 68 items. (MN) and promoting occupational/vocational skills were identified as the three most important goals of business/marketing education. It was recommended that teacher educators take a more proactive role in encouraging/developing/administering mentoring programs for new teachers and that teacher educators consider the perceptions/attitudes of experienced teachers when developing preservice training. (MN)

ED 388 851 CE 070 263

Adler, Laurel; And Others
The Los Angeles Area Business/Education Partnership. A Study of the Impact of a Community Based School to Work Program for High Risk Youth.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Education); Career Exploration; Career Guidance; *Community Programs; Consortia; Cooperative Programs; *Education Work Relationship; Followup Studies; *High Risk Students; High Schools; Integrated Curriculum; Job Training; Outcomes of Education; *Partnerships in Education; Postsecondary Education; Program Development; Program Effectiveness; Public Agencies; Questionnaires; Records (Forms); Remedial Instruction; School Business Relationship; *Transitional Programs; Tutoring; Vocational Education; Work Experience Programs; Youth Employment; Youth Programs
IDENTIFIERS- *California (Los Angeles); Impact Studies; Job Coaches

The Los Angeles Area Business/Education Partnership provides numerous services designed to encourage youths who have been identified as being at high risk of dropping out of school to complete high school and continue in a formal postsecondary education program. Among the services offered by the partnership are the following: clustered instruction; adaptive curriculum; articulated curriculum; cooperative learning programs with business/industry and colleges/universities; vocational assessment; career guidance/exploration; individualized academic remediation; personalized job-specific skills training/development using a combination of classroom- and business-based instruction; specialized tutoring; job coaching; and supportive services. The partnership is operated by the East San Gabriel Valley Regional Occupational Program, a publicly funded vocational training agency consisting of 7 school districts, 4 community colleges, 3 California State University campuses, 200 businesses, and 40 community-based organizations. Sixty-five percent of program participants are members of ethnic minorities. Data from a statistical analysis of participants' and nonparticipants' school records and follow-up interviews with former program participants and representatives of businesses participating in the program as partners and/or training sites have confirmed the program's high effectiveness. (Contains 26 references. Appended are the following: follow-up survey/evaluation instruments; information about selected educational partners; and a list of awards/recognition earned by the program.) (MN)

ED 388 852 CE 071 267

Hunter, Lynn
A Search for the Meaning of Becoming Literate: An Interpretive

competencies in communication, mathematics, and science that all students must master; and a specific list of academic competencies needed for dental assisting. (KC)

ED 388 869 CE 070 287

Medical Assistant. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 68p.; For other related profiles, see CE 070 281-294.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Development; *Competence; Competency Based Education; *Employment Potential; Entry Workers; *Job Skills; *Medical Assistants; Medical Services; *Occupational Information; Postsecondary Education; Secondary Education
IDENTIFIERS- DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives from Ohio. This OCAP identifies the occupational, academic, and employability skills (competencies) needed to enter the medical assistant occupation. The competencies are clustered into 11 units that cover the following topics: principles of medical ethics; quality assurance; infection control and hazards management; medical database; patient education; patient examinations; medications; medical emergencies; laboratory procedures; general office procedures; and insurance. In addition, employability competencies are grouped into 12 units: career development; decision making and problem solving; work ethic; job-seeking skills; job retention and career advancement skills; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items, core items essential for entry-level employment, and items needed to advance in medical assisting occupations. The OCAP guide also contains an academic job profile based on the Work Keys system that identifies the level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic competencies in communication, mathematics, and science that all students must master; and a specific list of academic competencies needed for medical assisting. (KC)

ED 388 870 CE 070 288

Building and Property Maintenance. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 80p.; For an earlier edition, see ED 345 071. For other related profiles, see CE 070 281-294.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

performance. Historically, counselor performance has been assessed primarily in regard to actual counseling service rendered through assessments by counselors, clients, or external evaluators. Each of these areas is examined. Recently, non-counseling activities also have been assessed as part of the overall evaluation of counselor performance. Good assessment involves multiple measurements of whatever is being assessed. There are literally hundreds of assessment instruments and techniques available to assess various facets of counselor performance. Ironically, however, some experts have suggested that there are too many measures of counselor performance. Counselor performance assessment will be enhanced when assessments are clearly and cogently described and are used within an effective conceptual scheme. Additionally, assessments used need to fulfill accepted psychometric quality criteria. (JBJ)

ED 388 887 CG 025 956

Gysbers, Norman C.
Evaluating School Guidance Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Jan 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counselor Evaluation; Educational Assessment; Educational Quality; Elementary Secondary Education; Evaluation Criteria; Formative Evaluation; Personnel Evaluation; *Program Evaluation; School Counselors; *School Guidance; Standards; Summative Evaluation
IDENTIFIERS- ERIC Digests

To achieve accountability, evaluation is needed concerning: the nature, structure, organization, and implementation of school district/building guidance programs; the school counselors and other personnel who are implementing the programs; and the impact the programs are having on students, the schools where they learn, and the communities in which they live. In order to fully evaluate comprehensive school guidance programs, three forms of evaluation are required. First, the program must be reviewed using program standards, evidence, and documentation to establish that there is a written guidance program in a school district and/or building and that the written program is the implemented program. Second, guidance program personnel need job descriptions derived directly from the program so that evaluation forms can be developed and used for formative and summative personnel evaluation. Third, results evaluation that focuses on the impact of the guidance and counseling activities in the guidance curriculum, individual planning, responsive services, and system support components of a comprehensive guidance program is mandatory. (JBJ)

ED 388 888 CG 025 957

Popham, W. James
New Assessment Methods for School Counselors. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Jan 95
NOTE- 4p.
LANGUAGE- English

NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (18th, Hilton Head, SC, March 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Training; Elementary Secondary Education; Higher Education; *Internship Programs; Practicums; School Counselors; Surveys; Training

The purpose of this study was to gather information concerning how school counseling graduate training programs are meeting the challenges of providing practicum and internship experiences. Subjects were 186 (55% of 341 surveyed) program faculty from school counselor preparation programs. A national survey assessed the practices of counselor training programs in providing experiential components such as practica and internships for school counselors in training. Analyses indicated considerable diversity among training programs. Practices reflect continuing trends toward longer, more rigorous and accredited programs. Internships are viewed as highly positive. Work may be needed in the areas of consistency in expectation of activities performed during internship and the training and remuneration of site supervisors. Three tables present results from surveys given to the school counseling preparation faculties. (SR)

ED 388 909 CG 026 629

McDowell, Deborah Kay
Role Perception Study of School Counselors.
PUB DATE- May 95
NOTE- 46p.; Research Paper, Sam Houston State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Administrators; Attitudes; Counselor Attitudes; Differences; *Role Perception; Scheduling; *School Counselors; Secondary Education; Teacher Attitudes; *Teachers

This study was designed to identify any differences in the perceptions of administrators, counselors, and teachers regarding the role of secondary school counselors. A literature review found that different groups had varying expectations of school counselors. The null hypothesis for the study is: There is no significant difference in the expectations of administrators, counselors, and teachers regarding the role of secondary school counselors. A questionnaire was distributed to a sample of 40 principals, counselors, and teachers employed by the Bryan Independent School District in order to solicit their opinions regarding the various roles of school counselors. Results from the 34 returned questionnaires indicated that there were no significant differences in the perceptions of the aforementioned groups regarding the role of secondary school counselors in performing personal counseling, group counseling, and academic counseling. However, the data showed that there was a significant difference in the expectations of teachers as compared to administrators and counselors regarding the issue of planning the master schedule, scheduling students, and/or balancing class loads. Appendixes include: cover letter, questionnaire, and unused tables. (JBJ)

ED 388 910 CG 026 637

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Career Counseling; *Employment Interviews; Higher Education; *Interpersonal Communication; *Interviews; Sex Bias; *Sex Differences; Speech Communication

The interview is a special case of interpersonal communication. It is a communication event with a serious and predetermined purpose with the basic mode of communication being the asking and answering of questions. People are engaged in interviews throughout their lives from the employment setting to the counseling setting. This annotated bibliography contains 32 references from 1976-1994 where the primary purpose of the investigation was to determine the relationship between gender and the interview outcome. Examples of topics covered are: interview validity for selecting sales clerks; unfair discrimination in the employment interview; importance of researcher's gender in the in-depth interview; contrast effects for black, white, male and female interviewees. Citations come from journals, books, and conference papers. (JBJ)

ED 388 929 CG 026 692

Sherman, Gregory A.
Personality and Substance Abuse Disorders: A Review of the Recent Literature on Their Comorbidity and Implications for Diagnosis and Treatment.
PUB DATE- May 95
NOTE- 50p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Interviews; *Longitudinal Studies; *Mental Disorders; Outcomes of Treatment; Pathology; Patients; Personality; Self Evaluation (Individuals); *Substance Abuse
IDENTIFIERS- Millon Clinical Multiaxial Inventory; Minnesota Multiphasic Personality Inventory

The major questions when considering substance abuse/dependence and personality are how these two constructs are related and how they interact. A review of the prevalence literature since 1986 documenting the co-occurrence of substance abuse disorders and personality disorders is presented in this study. Sampled are substance abuse and personality disorder treatment populations in the United States and Europe. The instruments used to assess the correlation between substance abuse/dependence and personality disorders include: (1) self reports; (2) clinical interviews; (3) the Minnesota Multiphasic Personality Inventory; and (4) the Millon Clinical Multiaxial Inventory. Consistent with earlier findings, there exists a high correlation between substance abuse/dependence and personality disorders in both treatment and nontreatment samples. Diagnostic treatment implications for dual diagnosis patients are briefly considered. Comprehensive diagnosis and treatment need to consider both Axis I and Axis II disorders. The 12-step model of Alcoholics Anonymous is recommended because it addresses both types of disorders. Contains 45 references. (SR)

ED 388 930 CG 026 694

Collver, Randy
An Introduction to Online Resources for ATOD Prevention Specialists.

and (5) most of the programs used informal evaluation measures that allowed the staff to employ their own observations of develop their own instruments. New and existing programs may find inspiration and useful and varied models for their own programs. The survey instrument is attached. (RS)

ED 388 949 CS 012 297

Talbot, Jane
Literacy in Contemporary English Society. Occasional Paper, 21.
PUB DATE- May 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; History; Individual Development; *Literacy; Literacy Education; Mass Media; *Reading Skills; Social Problems; Technological Advancement; *Writing Skills
IDENTIFIERS- *England

For thousands of years the craft of reading and writing was the closely guarded monopoly of small elites. Only relatively recently has literacy become available to most people in developed nations. Historical surveys of literacy have used a wide range of definitions of the skills involved, one of the more important of which views reading as a system of decoding written symbols into spoken language. As for the levels of literacy, the media makes new claims all too frequently suggesting that reading and writing abilities are dropping. Consider, however, society's increasing demands on the reading ability of its public. Further, the accelerating advance of technology that has occurred in the latter part of the 20th century can be seen to be partly the result of advanced levels of education and literacy. The organization of society can thus be seen as completely literacy-dependent, and it is up to the schools to "bestow" literacy upon the populace. Unfortunately, for many the process of being educated is not a happy one, and many children do emerge at 16 inadequately literate, and ill-prepared for life. There are some children who arrive at school with more factors that will facilitate the relatively easy transition to literacy than others. There are no doubt some failings in the system. One such failing is that the educational system of England makes little allowance for the varied pace of development of children. (Contains 17 references.) (TB)

ED 388 950 CS 012 298

Contributor's Guide to Periodicals in Reading.
PUB DATE- Oct 95
NOTE- 30p.; Printed in brown ink on brown paper. For the 1994 edition, see ED 374 400.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiences; Elementary Secondary Education; Higher Education; *Periodicals; *Reading; Research Tools; Writing for Publication
IDENTIFIERS- Educational Journals; *Reading Journals

Allington, Richard
Who Controls the Literature Curriculum?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Administrative Policy; Administrators; Childrens Literature; *Curriculum Problems; Elementary Education; *Elementary School Curriculum; Language Arts; Power Structure; Quality Control; *Reading Instruction; *State Standards; *Textbook Selection
IDENTIFIERS- *Standardized Curriculum

Within the literacy education community, the focus on decentralizing curriculum decisions, i.e., returning to teachers the authority to make many decisions, including those about which texts to use, has garnered much attention. But the issue is not quite so straightforward, given the power structure currently found in most K-12 educational settings and the general consensus that curriculum standardization is important. However, the power to regulate curriculum is typically assigned to those who work outside the classroom and often outside the schools. For instance, the authority of state legislatures to establish curriculum standards has been upheld by the federal courts. The press for standardization, however, is also present among teachers themselves. It has been common in schools studied to find teachers working to define a curriculum around a set of core books to be read in a particular course. During one focus-group, a new fourth-grade teacher told of how another teacher removed books from a display she had set up, because fourth-graders were not allowed to read those books as they were part of the fifth-grade curriculum. Also, without a common curriculum, some administrators fear variation in the instruction offered across classrooms. Finally, the press for standardization comes from parents and the general public who seem to want some assurance that all fifth-grade students, regardless of the class assigned, will read the same books. (TB)

ED 388 969 CS 215 097

McConnell, Jane S.
Teaching the Common Good: Journalism Textbooks' Embrace of Social Responsibility, 1891-1942.
PUB DATE- Aug 95
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; Educational History; Ethics; Higher Education; *Journalism Education; *Journalism History; *News Writing; *Social Responsibility; *Textbook Content; Textbook Research
IDENTIFIERS- *Curriculum Emphases; Hutchins Commission Report; Journalism Schools; *Professional Concerns; Professionalism

Because the Hutchins Commission's report, "A Free and Responsible Press," has served as a benchmark concerning social politically conservative orientation, was passed finally in 1995. A detailed history of attempts to draft legislation palatable to all parties involved shows how convoluted a process it became. Supporters of the Arkansas Student Publications Act found that it was only by applying information from both surveys of those associated with high school publications and surveys of those involved in the political processes that they were able to draft successful legislation. First, supporters built a wide base of support for their proposed bill. When that base of support seemed about to unravel, they framed the issue in terms all could appreciate and also compromised on some issues. Second, supporters found effective legislative sponsors, all of whom were well-respected Democrats with rural constituencies, and two of whom were experienced legislators who had either media or teaching backgrounds. Third, and perhaps most importantly, supporters negotiated with the opposition before the opposition had a change to mobilize its forces. They managed to convince the opposition that the proposed act was a win-win-win situation for administrators, advisers and students. (Contains 24 references; 5 appendixes contain successive drafts of the bill). (Author/TB)

ED 388 987   CS 215 127

Wilson, Howard Alan
Desktop Technology for Newspapers: Use of the Computer Tool.
PUB DATE- 95
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computers; *Desktop Publishing; *Editing; Electronic Publishing; Futures (of Society); Higher Education; Journalism; *Layout (Publications); Media Research; *Newspapers; Online Systems; Technological Advancement
IDENTIFIERS- *Electronic Newspapers; Pagination; *Technology Integration

This work considers desktop publishing technology as a way used to paginate newspapers electronically, tracing the technology's development from the beginning of desktop publishing in the mid-1980s to the 1990s. The work emphasizes how desktop publishing technology is and can be used by weekly newspapers. It reports on a Pennsylvania weekly newspaper study's finding on the level of use of desktop publishing and related technologies, noting significant use of basic desktop computer systems and additional desktop publishing-related technologies. Further, that study found use of such technology increases as the number of pages published increases and as the population density of the area in which the paper is published increases. Also reported are interviews with several Pennsylvania weekly newspaper journalists, who discuss how their organizations have used desktop publishing technology and interviews with industry experts on how weekly newspapers can use desktop publishing technology as it existed in spring 1995. The experts outline a basic desktop publishing system that can be started for less than $9,000, plus the cost of a computer. Finally, the work considers the development of new computer-related technologies that can permit newspapers, weeklies, and dailies to publish in alternative forms, such as online publication, fax news systems, and bulletin board systems. Many of these systems have been developed at universities--for example, Stanford has an small area. It has three main groups of characters: (1) a tribe of simple and unpretentious bushmen, hunting and gathering natives who live in the Kalahari desert; (2) 600 miles to the south, there is a city where a modern newspaper office employs men and women of different races; and (3) in still another setting, there are revolutionaries--black Africans in military-type outfits. According to good dramatic writing, these three groups will meet at some point in the movie: each group has goals which conflict with those of the other groups. What does the film tell us about intercultural communication? For one thing, the viewer sees these different groups in a limited geographical region--a picture of Africa that runs contrary to stereotypes. Any "all" statement about these African scenes will have no validity. Not only is the viewer unable to make any "all" statements about Africans, but he or she is also unable to make any "all" statement about a particular country in Africa. Charges that the film is racist have been laid to rest by critics and writers such as Tim O'Brien, who notes that the humor of the film is at everyone's expense. (TB)

ED 389 008 CS 509 064

Martinson, Jay; Haughey, Paul
Throwing Out the Relativity Bath Water without Losing the Diversity Baby: Teaching Diversity versus Relativity in a Communication Ethics Course.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Critical Thinking; Cultural Awareness; *Cultural Differences; Cultural Pluralism; *Cultural Relevance; Decision Making Skills; Ethics; Higher Education; Models; *Multicultural Education; *Speech Communication
IDENTIFIERS- *Communication Ethics

This paper holds that despite, or perhaps because of, the development of recent ideas about diversity and cultural relativity, universities are obligated to teach communication ethics. Further, it holds that the implications of giving bachelor's degrees to students who do not have a solid grasp of universal ethical guidelines are potentially dangerous and far-reaching. The paper argues that a solution lies in presenting communication ethics courses which embrace diversity and its benefits but which reject relativism, that is, the tendency to accept all approaches, views, or practices as equally valid. The paper proposes a communication ethics course based on the effort to encourage students to critically examine options. The paper presents an overview of such a course which begins by stating that a communications ethics course is culturally situated: it holds to certain values, like rational decision-making and the importance of valuing and understanding other cultures, that may not be universally shared--students would be required to identify their own values and biases when making decisions. The paper states that as students progress through the course, they will be asked to offer rationales for their positions and to consider how these rationales reflect the biases and values they identified earlier in the course. A day-by-day overview is offered of what might be done in the first 2 weeks of the course and how course objectives might be met. The

ED 389 027 CS 509 085

Gaziano, Cecilie
Toward a Systems Theory of Family Socialization, Public Opinion, and Social Movements.
PUB DATE- 18 Nov 95
NOTE- 36p.; Paper presented at the Annual Meeting of the Midwest Association for Public Opinion Research (20th, Chicago, IL, November 18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Interpersonal Competence; Models; Political Attitudes; Public Opinion; Research Methodology; *Socialization; *Systems Approach
IDENTIFIERS- *Family Systems Theory; Historical Background; Research Suggestions; Social Movements

Integrating concepts from family systems theory, attachment theory, and family socialization theory within a systems theory of public opinion and social movements, this paper concentrates on linkages between family socialization and political attitudes, adding the influence of social structure. The paper holds that family systems theory contributes 2 concepts in particular--"dysfunction," maladaptations of families responding to stress arising from normal life events; and "multigenerational transmission process," by which positive and negative elements are transmitted to future generations, especially unresolved emotional conflicts and their role in the formation of political ideology. Noting that the family is a major socialization agent of attitudes toward authority (parents are the first authorities children know), the paper states that this topic was highly popular between 1940-1960, and that the 1950 work, "The Authoritarian Personality" (criticized for its psychoanalytic approach) is still relevant today. The paper suggests that family systems theory demonstrates how authoritarian, punitive, restrictive responses can develop as people pass through normal life stages. The paper also states that new research on family socialization, attachment theory, and authoritarianism has been published, and new scales have been proposed, although problems remain in determining the concepts at the "left" end of the scale and in researchers' being objective about their own political ideology. Future work on the theory will concern the relationship between political attitudes and social movements, especially the primarily leftist student activist movements of the 1960s and the newer right-wing movements. (Contains a theoretical model, 2 tales of data, and 105 references.) (NKA)

ED 389 028 CS 509 086

Cameron, Glen T.; Curtin, Patricia A.
Electronic Newspapers: Toward a Research Agenda.
PUB DATE- Aug 95
NOTE- 61p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; *Mass Media Role; *Newspapers;

held similar perceptions of their roles and participation at the school and family level. Involvement at the community school was more divergent and participatory than at the elementary school, suggesting that residents tended to develop linkages with the community-school process in the ecological community farthest away from the actual school setting. The implementation of community-school processes seemed to have little impact on school personnel's views of their roles and participation at each of the four system levels (micro, meso, exo, and macro). Although differences in attitudes existed between the service-agency personnel at the two schools, the school personnel in each personnel at the two schools; the school personnel in each sample shared similar attitudes. Two figures and 11 tables are included. (Contains 13 references.) (LMI)

ED 389 047 EA 027 149

Jones, Linda K.; Falkenberg, Eugene
The Ecology of a Community School.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Citizen Participation; Citizen Role; Community Attitudes; Community Development; *Community Education; *Community Schools; Elementary Education; Foreign Countries; School Community Relationship
IDENTIFIERS- Lethbridge School District AB

This paper presents findings of a study that examined the effect of community education on citizens' attitudes over the school years 1985-86 through 1987-88. Bronfenbrenner's ecological framework (1979) for describing the interdependency of community relationships was used to assess the impact of the community-education process on citizens' and students' attitudes. Data were collected through a survey of residents, school personnel, service-agency personnel, and students at two schools in Lethbridge School District, Alberta (Canada); interviews with community residents; and observation of community forums. One school was a community school, designed and staffed to follow the Alberta (Canada) Community School guidelines; and the other was a mandated fine-arts elementary school. A significant difference in citizen participation was found to exist among the four ecological system levels (micro, meso, exo, and macro). Community education appeared to affect citizens' attitudes differently, depending on the ecological distance of the relationships between citizens and the school process. The ecological model was successful in differentiating citizens' and students' attitudes toward their relationships with the school process. The model generated moderately significant results when used to determine differences between the community schools and the control school. A tentative conclusion is that the ecological model was effective in describing the neighborhood school environments and in assessing how and to what extent the school process interacts with students; it was moderately effective in assessing the effect of school process on citizens. Two figures and six tables are included. (LMI)

ED 389 048 EA 027 150

Baltimore, Maryland; Green Bay, Wisconsin; Kansas City, Missouri; Minneapolis, Minnesota; Orlando, Florida; Pasadena, California; Providence, Rhode Island; Salt Lake City, Utah; San Jose, California; and Seattle, Washington. In general, the board members believed that mandatory two-way busing policies conform to Rawlsian justice precepts, but that they violate utilitarian, libertarian, and feminist principles of justice. Other strategies employed in the 12 cities to promote opportunities for minorities--voluntary one-way busing, closing predominately black schools, establishing sixth-grade centers, redrawing boundaries, reallocating resources, and enhancing resources in minority neighborhoods--also conform to certain justice precepts while violating others. A conclusion is that "administrative" and "market" policy processes are defective in making educational policy in this area because they are ill-suited to reconcile multiple justice concerns. The best policy process for enhancing minority educational attainment is a political one that is moderately comprehensive and deliberative, employs collaborative decision-making processes, and implements its decisions in ways that provide citizens with choices within well-defined constraints. (Contains 36 references.) (LMI)

ED 389 067 EA 027 174

Sharp, William L.; Walter, James K.
The Health of the School Superintendency.
PUB DATE- Oct 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Board Administrator Relationship; Boards of Education; Elementary Secondary Education; *Job Satisfaction; *Quality of Working Life; School District Size; *Superintendents; *Work Attitudes; Work Environment

This paper presents findings of a study that examined the "health" of the superintendency as perceived by superintendents in two states. Questionnaires sent to 307 Illinois superintendents elicited 227 responses, a 74 percent response rate, and questionnaires sent to 137 Massachusetts principals yielded 104 responses, a 76 percent response rate. Superintendents in both states expressed satisfaction with their salaries and relationships with the community. Both groups of superintendents agreed that the board tended to micromanage the school district and that the job adversely affected their family lives. However, the percentage of Massachusetts superintendents expressing adverse effects on their physical and mental health was much higher. A greater percentage of Massachusetts superintendents than Illinois superintendents described their relationships with school boards in negative terms. The data show that Massachusetts superintendents had little input into their contracts, were not initially hired for the maximum number of years allowed by law, and were not selected unanimously by their boards. Massachusetts superintendents were also older and from larger school districts than were their Illinois counterparts. (LMI)

ED 389 068 EA 027 175

be the norm, and public-relations success was usually evaluated in terms of gains in public support. Twenty-one tables are included. (Contains 13 references.) (LMI)

ED 389 087 EA 027 201

School Meals for Healthy Children: Meeting the Dietary Guidelines for Americans and Complying with the Requirements of the Healthy Meals for Healthy Americans Act.
PUB DATE- Nov 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Compliance (Legal); Computer Software Selection; Elementary Secondary Education; *Federal Regulation; *Food Standards; *Guidelines; Lunch Programs; *Nutrition; Nutrition Instruction; Program Administration
IDENTIFIERS- *Wisconsin

The Healthy Meals for Healthy American Act of 1994 requires that a variety of meal-planning approaches be available for schools to plan menus. The United States Department of Agriculture (USDA) regulation "School Meals Initiative for Healthy Children," published in 1995, implements the provisions of the 1994 legislation and incorporates other proposals. The changes updated the nutrition standards for school meals, providing a variety of menu-planning alternatives and streamlining administration. This guidebook provides information to help school food-service professionals decide which menu-planning system best meets their needs. The book describes options for meeting the dietary guidelines for food-based menu planning, NuMenus, and Assisted NuMenus; presents information on compliance with nutritional standards; and compares the previous requirements with the new provisions. "Nutrition Power," a comprehensive training initiative to improve the learning readiness and lifelong nutritional health of Wisconsin children, is also described. Information on computer-hardware requirements and USDA-approved software for nutrient analysis is provided. (LMI)

ED 389 088 EA 027 202

Lichtenstein, Robert; And Others
How To Prepare for and Respond to a Crisis.
PUB DATE- Nov 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Programs; Counseling Services; *Crisis Intervention; Elementary Secondary Education; *Integrated Services; Mass Media Use; *Prevention; Program Implementation; Student Needs; Suicide; *Team Training; Teamwork
IDENTIFIERS- *Crisis Management

This booklet presents information on school-crisis management, based on the work of a New Haven, Connecticut, regional crisis team that was initially created to address the mental-health needs of school children during the Persian Gulf War. The goals

PUB DATE- Jul 95
NOTE- 17p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiology; Auditory Evaluation; *Deafness; *Demonstration Programs; Early Childhood Education; *Early Intervention; Educational Methods; *Family Programs; *Hearing Impairments; Infants; Models; Parent Education; Parent Participation; *Program Design; Toddlers

This paper describes five programs of early intervention for children with hearing impairments and their families. Programs are described according to their mission, services, and unique contribution to the field of early intervention. First, essential components of all programs are identified. These are evaluation, audiological management, parent support and education, and one-to-one work with the child. Philosophical controversies in the field over the best ways to teach deaf children language are briefly addressed. The five programs described are: (1) Infant Hearing Resource in Portland, Oregon, which focuses on reducing the effects of hearing loss in the child and increasing the parents' knowledge about deafness; (2) the SKI*HI program, a widely adopted comprehensive, home-based support model designed to be used with children and families through interagency coordination in Utah; (3) the Thayer-Lindsley Family-Centered Nursery (Boston, Massachusetts) which focuses on empowering parents by identifying and resolving emotional issues surrounding the diagnosis of hearing loss in their child; (4) the Visiting Infant and Parent Program (Northampton, Massachusetts), which is a comprehensive evaluation and short-term intervention program; and (5) the Hearing, Speech and Deafness Center: Parent-Infant Program which is implementing a bilingual/bicultural philosophy in which English and American Sign Language are equally valued and deaf adults are involved on a variety of levels. Addresses, telephone numbers, and individuals to contact are listed for each program. (Contains 15 references.) (DB)

ED 389 108 EC 304 393

Delgado, Gilbert L.
A Comparative Overview of the Education of Deaf Children in Central America, the Caribbean and Parts of South America.
PUB DATE- Jul 95
NOTE- 12p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Advocacy; *Comparative Education; *Deafness; Educational History; Educational Philosophy; *Educational Practices; Elementary Secondary Education; Foreign Countries; International Programs; Organizations (Groups); Professional Education; *Special Education; Teacher Education; Total Communication
IDENTIFIERS- *Caribbean; *Central America; Gallaudet University DC; South America

This paper describes the current state of education for deaf children in Central America and the Caribbean (with some

Clearinghouse on Disabilities and Gifted Education); "The Problems of Getting Started: What Administrators Should Know about Beginning Special Education Teachers" (D. J. Gallagher); "Finding and Keeping Experienced Special Education Teachers" (J. M. Schnorr); and from "Recruiting, Retaining, and Developing Exceptional Teachers: Strategies for Florida School Districts" chapter 3 "Retention: Keeping Qualified Personnel" (Florida Department of Education). (SW)

ED 389 127 EC 304 413

Gonzalez, Patricia
Factors That Influence Teacher Attrition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Influences; *Job Satisfaction; *Labor Turnover; *Occupational Mobility; Occupational Therapists; Physical Therapists; Rural Schools; Rural Urban Differences; School Psychologists; *Special Education Teachers; Speech Therapy; Teacher Background; Teacher Characteristics; *Teacher Persistence; Teaching Conditions; Therapists; Urban Schools; Work Environment

External, employment, and personal factors which influence teacher decisions to stay, leave, or transfer from teaching assignments are discussed, with emphasis on special education teachers. Factors attributed to teacher attrition in urban and rural environments also are briefly reviewed, along with attrition of related services professionals. External factors affecting teachers include economic trends, societal factors such as changing birth rates, and institutional factors. Employment-related variables include professional qualifications, work conditions, work rewards, and commitment. Personal factors encompass demographic, family, and cognitive/affective variables. The following aspects of district or school environments have been found to be associated with teacher attrition: lack of administrative support, lack of collegial and parent support, and insufficient involvement in decision-making. Factors linked to job dissatisfaction among related service professionals (including speech/language pathologists, occupational and physical therapists, and school psychologists) in school settings include salary, inadequate work and/or office space, inadequate equipment or materials, excessive caseloads, limited staff development, and isolation from colleagues. (Contains 17 references.) (SW)

ED 389 128 EC 304 414

Gonzalez, Patricia A.
Causes and Cures of Teacher Attrition: A Selected Bibliography Focusing on Special Educators.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Job

1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Communication Skills; Daily Living Skills; Elementary Education; *Hearing Impairments; *Interpersonal Communication; Interpersonal Competence; Language Acquisition; Preschool Education; Skill Development; *Teaching Methods
IDENTIFIERS- *Scripts (Knowledge Structures)

This paper discusses the oral and written communication demands of school on children with hearing loss from a script viewpoint, which emphasizes describing the role of actors, actions, props, routines, and possible variations of a given event. The paper first distinguishes among the schema, the script, and the routine. It also considers the role of the parent, teacher, speech-language pathologist, and other special educators in helping children with hearing impairments to develop strong scripts and match appropriate communication to those scripts. Examples of common preschool and school scripts and strategies for teaching the scripts and appropriate communication are provided. Such scripts include beginning the day, recess, reading group, taking tests, show and tell, following teacher directions, sharing information with the teacher, getting clarification, giving directions, and chatting with peers. Guidelines are offered for determining classroom scripts, identifying the teacher's cues for defining and activating the scripts, and determining the child's level of knowledge of the classroom scripts and associated cues. Suggested strategies for helping the child learn a script include outlining the routine with the child, brainstorming variations on the routine, specifying the cues for activating the script, role playing the script, talking through the script as it occurs, and cuing the child within the natural environment. A model for using scripts as a framework for supporting children's language development is provided. (DB)

ED 389 147 EC 304 434

National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention and Attrition (Washington, District of Columbia, May 25-26, 1995).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 26 May 95
NOTE- 265p.; For selected individual papers, see EC 304 435-445.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; *Disabilities; Elementary Secondary Education; *Faculty Mobility; *Job Satisfaction; *Labor Turnover; Research Projects; *Special Education Teachers; Strategic Planning; Teacher Administrator Relationship; Teacher Attitudes; Teacher Burnout; Teacher Employment; Teacher Morale; *Teacher Persistence; Teaching (Occupation); Urban Education

This document contains 13 papers presented at a national forum on special education teacher satisfaction, retention, and attrition. The forum focused on results and implications of three studies: (1) the San Diego State University/American

*Cultural Influences; Foreign Countries; *Indigenous Populations; *Mass Media Role; Social Influences; Uncommonly Taught Languages; Yoruba
IDENTIFIERS- *Nigeria

This report assesses the threat posed to Nigerian national culture by foreign cultural values through manipulation of the local media, stressing that the Nigerian media is not people-oriented, but rather government dominated. This study sought to prove through content-analysis the level of commitment of media in promoting and integrating traditional folk media into the modern media technology. First, the content of two newspapers, for example, "Daily Time" published in English and "Gboungboun" published in Yotuba Language. The research method of "Directional Relation Analysis" was applied. The aim of the study was to find out if the audience of either newspaper is getting a balanced information about the political and socio-economic situation in the country. A major problem is the inability to have a socially accepted language of wider communication. The report discusses how the media in Nigeria was largely influenced by the two factors: missionary activities and colonial administration. These two factors changed the pattern of information dissemination but failed to create a people-oriented communication system. A more ethnic- and people-oriented media is recommended to foster a feeling of collective participation in government, beginning in the rural areas and especially using radio as the community communication medium. Local Nigerian media should be restructured to reflect the socio-cultural dimension of the country; its people; and their culture, language, and education. Media in indigenous languages epitomizes a people-oriented communication approach to programs of national development and the preservation of socio-cultural values, ensuring in the process cultural self-determination. (Contains 17 references.) (NAV)

ED 389 165 FL 023 329

Uzawa, Kozue
Translation, L1 Writing, and L2 Writing of Japanese ESL Learners.
PUB DATE- 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (Long Beach, CA, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; College Students; English (Second Language); Foreign Countries; Higher Education; *Interference (Language); *Japanese; Language Research; Linguistic Theory; Second Language Learning; *Translation; *Writing Evaluation; Written Language
IDENTIFIERS- Canada

In this Canadian college study, 22 Japanese, English-as-a-Second-Language (ESL) learners' translation processes and writings were examined and contrasted with the same group's first-language (L1) and second-language (L2) writing performance. All subjects (aged 19-23 years) had been educated in Japan in Japanese prior to attending English-language college in Canada. Half had already been trained in translation, while the other half had no translation training. Data were analyzed with special attention to three cognitive theories of language learning: Cummins' 1986 theories of cross-linguistics interdependence of cognitive academic skills; Schmidt's 1990 theories on conscious attention; and McLaughlin's 1990 theories

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); *Language Tests; Peer Evaluation; Second Language Instruction; Self Evaluation (Individuals); *Student Evaluation; *Test Format; *Testing Problems; Test Wiseness

A discussion of testing in English-as-a-Second-Language (ESL) instruction focuses on the gap between ESL students' test performance on the one hand and their own and teachers' assessments of their competence on the other. First, a number of issues, drawn from the literature, are examined briefly, including the appropriateness of current testing methods, the teacher's role in evaluation, and variation in learners' test-taking strategies and skills that affect evaluation. Three ways to improve ESL student evaluation are explored: (1) clarification of evaluation criteria and use of criterion- vs. norm-referenced tests; (2) student participation in the assessment process, through self-monitoring and peer evaluation; and (3) improved use of technology, both to tailor test items to the learner's level and to provide useful feedback. Contains 36 references. (MSE)

ED 389 186 FL 023 393

Study Implications for District Support Strategies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Cultural Pluralism; Educational Strategies; Elementary Secondary Education; Futures (of Society); Higher Education; Instructional Effectiveness; *Limited English Speaking; *Research Utilization; *Teacher Education Curriculum; Teacher Effectiveness; *Teacher Student Relationship

The report resulting from a colloquium of scholars on teacher development and promising educational practice for ethnolinguistically diverse populations is summarized. The group met to discuss the urgent need for teacher preparation to meet the needs of increasingly multilingual school populations. Two major conclusions were reached: that educators no longer concentrate on knowing students as individuals; and that educators do know some things about teaching linguistically diverse populations but are slow to begin to use them in the classroom, preferring to use familiar methods rather than struggle to understand new ones. Additional studies are recommended. (Contains 39 references.) (MSE)

ED 389 187 FL 023 394

Grenfell, Michael
The Caen Primary School Foreign Language Project. Occasional Papers, 16.
PUB DATE- Dec 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Educational Objectives;

respected their peers' input. (Contains 11 references.) (NAV)

ED 389 207 FL 023 414

Hoare, Philip; Kong, Stella
Helping Teachers Change the Language of the Classroom: Lessons from In-Service Teacher Education.
PUB DATE- Dec 94
NOTE- 17p.; Paper presented at the Annual International Conference of the Institute of Language in Education (Hong Kong, December 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Classroom Communication; Classroom Techniques; Educational Change; *Educational Needs; Educational Strategies; English; English Teachers; Foreign Countries; *Immersion Programs; Inservice Teacher Education; Knowledge Level; Language Attitudes; *Language of Instruction; Language Proficiency; *Language Role; Language Usage; Secondary Education; Teacher Education Curriculum
IDENTIFIERS- Hong Kong

A Hong Kong program to train secondary school teachers in the use of English as the medium of classroom instruction is reported and discussed. The program provides assistance to teachers accustomed to using mixed code in the classroom and who must use English consistently, and helps English teachers understand how they can support teachers of other subjects in an English-medium instruction (EMI) school. The report first outlines the qualities needed by an EMI instructor, including language proficiency, skills and strategies for teaching through a second language, and attitude and background knowledge that contribute to a commitment to change. It then describes briefly the design and content of the program that helps teachers improve in those areas. Lessons learned in the first year about the adequacy and acceptability of the course to teachers, and consequent course changes, are then examined. It was found that the most important areas needing strengthening are those relating directly to the special role of an immersion teacher in teaching both content and second language. Finally, other forms of support needed and Hong Kong efforts to provide these are noted. (Contains five references.) (MSE)

ED 389 208 FL 023 415

Minami, Masahiko
ESL: Asian High School Students' Perspectives.
PUB DATE- 29 Mar 95
NOTE- 20p.; Paper presented at a Meeting of the Comparative International Education Society (Boston, MA, March 29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Classroom Communication; *Classroom Environment; *English (Second Language); Foreign Students; High Schools; *High School Students; *Immigrants; Language Proficiency; Second Language Instruction; *Student Attitudes; Student Participation
IDENTIFIERS- *Asian Students

A study of 30 Asian high school students (9 males, 21 females), who were in U.S. schools for a variety of reasons, ranging from

NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agency Cooperation; Articulation (Education); *Continuing Education; Delivery Systems; Early Childhood Education; *Educational Cooperation; Financial Support; High Schools; Information Dissemination; Inner City; Intercollegiate Cooperation; Interdisciplinary Approach; Junior High Schools; Literacy Education; Middle Schools; Models; Outcomes of Education; Outreach Programs; Professional Continuing Education; Program Development; *Program Effectiveness; *School Community Relationship; Staff Development; Technical Assistance; Urban Areas; *Urban Education
IDENTIFIERS- *Bank Street College of Education NY

The Division of Continuing Education of Bank Street College of Education (BSCE) in New York City is working to change the lives of inner city children, their families, and communities by emphasizing collaboration. During the 1994-95 academic year, the division served more than 3,900 adults and children, 15 agencies, and 30 schools through the following distinct, yet interrelated program areas: (1) continuing professional education; (2) direct service delivery programs; and (3) staff development, technical assistance, and training. Among the populations served by various special projects within the BSCE's division of continuing education were the following: infants, toddlers, preschoolers, and elementary school children; inner-city adolescents; homeless families; and educators and other staff of the schools and community-based organizations serving the community surrounding BSCE. In 1994-95, the division's activities centered around achieving the following goals: develop a long-range plan; identify new funding focusing on early intervention programs for children/families and staff working with them; implement professional development activities for staff; and expand programs to increase revenues. (Appendixes constituting approximately 60% of this document contain the following: program descriptions, 30-item bibliography of dissemination tools, information about selected program accomplishments/outcomes, organizational chart, lists of staff and funders, budget information, and long-range program goals.) (MN)

ED 388 761 CE 070 112

On Connecting School and Work. EQW Policy Statement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Cooperative Planning; *Educational Change; Educational Cooperation; *Educational Needs; Educational Policy; *Education Work Relationship; Elementary Secondary Education; Employment Qualifications; Internship Programs; Job Placement; Literature Reviews; Needs Assessment; *Partnerships in Education; Position Papers; *School Business Relationship; School Role

Research has confirmed that few U.S. employers see schools as effective partners in their search for skilled workers. The

NOTE- 140p.; For modules I and II, see CE 070 159-160.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Caseworker Approach; Caseworkers; Community Programs; Coordination; Delivery Systems; Evaluation Methods; Frail Elderly; Higher Education; *Human Services; Integrated Services; Learning Activities; Learning Modules; Lesson Plans; Needs Assessment; *Professional Continuing Education; *Program Evaluation; *Program Implementation; Quality Control; Social Work; Supervisory Methods; Supervisory Training
IDENTIFIERS- *Case Management; Quality Assurance; *Texas

This learning module is one of three training modules that were developed for members of the Texas Gerontological Consortium for Continuing Education to use in preparing case managers working in human service professions coordinating community-based programs for frail elderly Texans. Module III deals with the following topics: implementation (case management agencies that provide services, communities with inadequate resources, working with families and providers, sharing consumer information, community resource inventories, sources of conflict); monitoring (types of case management monitoring, monitoring roles, frequency of home visits, monitoring and communication); reassessment (purpose, focal topics, and frequency of reassessment and care plan updates); closure (preparing for closure, common reasons for closure, maintaining relationships/contacts following closure); and evaluation of case management activities (rationale and components of program evaluation and quality assurance, blending program evaluation and quality assurance, principles for conducting program evaluation and quality assurance; rationale for a new model; a priority on service interaction; continuous quality improvement; Deming's 14 points and 7 deadly diseases; contrasting quality assurance and continuous quality improvement; and class activity). Included in the module are the following components: estimate of time required to complete the module; a list of suggested videos; and topic outlines containing topic objectives, the information to be learned for mastery of each topic objective, six references, and transparency masters. (MN)

ED 388 779 CE 070 162

Basic Skills in the Workplace. A Partnership Project of National Workplace Literacy Program between Business/Industry Training Institute of Northwest Iowa Community College and Coilcraft, Inc. of Hawarden, Iowa. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Community Colleges; Cooperative Planning; Curriculum; Educational Cooperation; Financial Support; High School Equivalency Programs; Instructional Materials; *Literacy Education; *Partnerships in Education; Problem Solving; Program Development; Program Effectiveness; Records (Forms); *School Business Relationship; Teamwork; Two Year Colleges

This guide, part of a series of workplace-developed materials for retraining factory workers, provides teaching materials for a workplace course in writing accurate, sequential, and clear instructions. The course covers identifying the goal and purpose of the instructions, deciding the best method for presenting the instructions, using clear and consistent sequence, and using concise language. It includes sample applications using instructions common in the work force. The introductory materials include course objectives, a topical outline, teaching methods, materials needed, and evaluation methods. Lesson plans for three sessions are provided. The session materials include teaching notes, information sheets, exercises, and worksheets. (KC)

ED 388 800 CE 070 187

Manheimer, Ronald J.; And Others
Older Adult Education: A Guide to Research, Programs, and Policies.
PUB DATE- 95
NOTE- 245p.; Published in association with the North Carolina Center for Creative Retirement, University of North Carolina at Asheville.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; *Adult Programs; Computer Assisted Instruction; Distance Education; *Educational Development; Educational History; *Educational Policy; Educational Research; *Intergenerational Programs; Lifelong Learning; *Older Adults; Program Descriptions; Program Development; Public Policy; *Technological Advancement

This guide highlights certain institutional, research, and policy trends in how educational opportunities for older adults have been evolving--especially during the past 15-20 years. Chapter 1 provides an overview of how older adult education looks today within the context of aging issues and programs. It explores purposes, goals, rationales, institutional relations, motivations and emerging concepts of older adult education. Chapter 2 reviews how older adult education grew out of research on intellectual functioning of the elderly, the tradition of adult education, and forces operating within the relatively new field of gerontology. A review of institutions hosting educational programs brings this historical review up to date. Chapter 3 describes 15 stages or phases of development in older learner programs as derived from a nationwide study of five institutional program types. Chapter 4 is a comprehensive review of the policies of federal, state, and local public as well as nongovernmental organizations. Chapter 5 examines the influence on older adult education of computer technology and forms of distance learning. Chapter 6 considers recent emphasis on intergenerational programming. Appendixes include descriptions of national organizations, organizations that provide resources, a listing of various titles and parts of the Older Americans Act, state tuition-waiver policies, guidelines for library service to older adults, a background paper on Life Enrichment Opportunities, flowchart of agencies in the aging network, U.S. Department of Education organizational chart, and index. (YLB)

ED 388 801 CE 070 190

Lankard, Bettina A.
Career Development in Generation X. Myths and Realities.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Competency Based Education; Educational Resources; *Health; Health Activities; Health Education; Health Promotion; Homemaking Skills; Learning Activities; Life Satisfaction; *Mental Health; *Nutrition; Out of School Youth; Quality of Life; Self Concept; Self Esteem; State Curriculum Guides; Teaching Guides; *Well Being
IDENTIFIERS- Illinois

This learning guide is designed to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations) so that these individuals learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. This learning guide contains four competency units that provide information on health and wellness. The competency units cover the following topics: (1) defining wellness; (2) planning food choices to meet nutritional needs for individual, child, and family; (3) assessing mental and emotional health; and (4) assessing one's state of physical fitness and identifying needed improvements. Each competency unit consists of learner outcomes, key ideas, definitions, teaching strategies and methods, and suggested learning activities. Twenty-seven supplements include information and activity sheets on the following: physical, mental, and social health; health habits; wellness; nutrition; food pyramid; fast-food; dietary guidelines; nutritional needs of various age groups; mental health habits; personal strengths; self-esteem; fitness; and the new food label. A bibliography lists 67 references. The Illinois goals for world-class education for the 21st century also are included. (KC)

ED 388 818 CE 070 213

Managing Home and Work Responsibilities. Learning Guide 9. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 65p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Competency Based Education; Educational Resources; *Family Work Relationship; Homemaking Skills; *Home Management; Learning Activities; Life Satisfaction; Out of School Youth; *Planning; Quality of Life; Self Concept; Self Esteem; State Curriculum Guides; Teaching Guides; *Time Management
IDENTIFIERS- Illinois

This learning guide is designed to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations) so that these individuals learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. This learning guide contains four competency units that provide information on managing home and work responsibilities. The competency units cover the following

ED 388 834 CE 070 229

Managing Home and Work Responsibilities. Secondary Learning Guide 9. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 65p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Education; Consumer Science; Course Content; Dual Career Family; *Employed Parents; Employee Responsibility; Family Life Education; *Family Work Relationship; Home Economics; *Home Management; *Job Performance; Learning Activities; Lesson Plans; Money Management; *Quality of Life; Quality of Working Life; Secondary Education; Self Evaluation (Individuals); State Curriculum Guides; Teaching Guides; Teaching Methods; *Time Management; Units of Study; Values; Values Clarification; Work Attitudes
IDENTIFIERS- Illinois

This competency-based secondary learning guide on managing home and work responsibilities is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. Four competencies are addressed: (1) identify problems in managing home and work life; (2) discuss values and goals in terms of adjusting expectations, redefining roles, and sharing responsibilities; (3) apply work simplification techniques and time management strategies in the performance of household tasks; and (4) describe techniques for reducing stress. Twenty-eight supplements contain information and activity sheets on the following: problem solving, decision making, self-sufficiency, managing guilt, interpersonal communication, values and goals, work simplification and time management, adjusting standards, organizational skills, home responsibilities for children, and stress. A bibliography contains 22 references. (KC)

ED 388 835 CE 070 230

Improving Responses to Individual and Family Crises. Secondary Learning Guide 10. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 81p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Inquiry.
SPONS. AGENCY- British Columbia Ministry of Advanced Education, Training and Technology, Victoria.; National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 90
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Research; Foreign Countries; *Illiteracy; *Literacy Education; Personal Narratives; *Phenomenology; Self Concept
IDENTIFIERS- British Columbia

A project in British Columbia, Canada, explored a deeper understanding of what it would be like to become literate and probed how that experience related to the life of the educator. The phenomenological study began with a literature search. It focused on and explored the stories of three adult learners, using the journals of two and extrapolating the teacher's own interpretation of a third learner's story as told to the teacher and to others. One learner's story offered an understanding of the personal, inward search for meaning. A second learner's story demonstrated that teachers could not always win; sometimes the learner would not be ready. The third learner's story led the teacher on a public crusade against illiteracy. Through dialogue, reflection, and identification of themes, the teacher sought to discover the meaning of literacy as it was understood by both teacher and learners. The final part of the project was a reflection by the teacher on the journey toward this deeper, pedagogical understanding. Appendixes contain a list of 19 references, a 30-item bibliography, and a response by Paul Gallagher given at the literacy symposium, Research on Literacy: Local and International Perceptives (British Columbia, Canada, October 5, 1990). (YLB)

ED 388 853 CE 070 268

Opening the Doors to Lifelong Learning: Empowering Undereducated Adults. Report of the Provincial Literacy Advisory Committee.
PUB DATE- Dec 89
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agency Cooperation; Community Colleges; Educational Cooperation; *Educational Needs; *Educational Opportunities; Enrollment; Financial Support; Foreign Countries; Government School Relationship; Illiteracy; *Literacy Education; Minority Groups; Needs Assessment; Program Costs; Program Development; Program Evaluation; School Business Relationship; School Community Relationship; School Role; State of the Art Reviews
IDENTIFIERS- *British Columbia; Canada; *Empowerment

Census data, enrollment statistics, and selected studies/reports regarding adult literacy and literacy education in British Columbia (Canada) were examined to determine the nature and scope, need for, and cost of literacy activities and programs in British Columbia. According to 1986 census data, 17% of British Columbia's adult population lack sufficient literacy skills to cope with everyday demands. The annual costs of adult illiteracy in British Columbia were estimated at $10 billion. New or expanded literacy programs and support services were deemed necessary to empowering undereducated adults, and the

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Buildings; Building Trades; Career Development; Carpentry; *Competence; Competency Based Education; *Employment Potential; Entry Workers; *Job Skills; *Maintenance; *Occupational Information; Postsecondary Education; Repair; Secondary Education
IDENTIFIERS- DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives from Ohio. This OCAP identifies the occupational, academic, and employability skills (competencies) needed to enter building and property maintenance occupations. The competencies are clustered into 10 units that cover the following topics: basic procedures; carpentry applications and repairs; roofing applications and repairs; ceramic tile applications and repairs; masonry applications and repairs; electrical installations and repairs; plumbing installations and repairs; welding and cutting operations; heating, ventilation, air-conditioning, and refrigeration installations and service; and painting and wallpapering. In addition, employability competencies are grouped into 12 units: career development; decision making and problem solving; work ethic; job-seeking skills; job retention and career advancement skills; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items, core items essential for entry-level employment, and items needed to advance in building maintenance occupations. The OCAP guide also contains an academic job profile based on the Work Keys system that identifies the level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic competencies in communication, mathematics, and science that all students must master; and a specific list of academic competencies needed for building and property maintenance. (KC)

ED 388 871 CE 070 289

Carpentry. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 72p.; For other related profiles, see CE 070 281-294.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Building Trades; Career Development; *Carpentry; *Competence; Competency Based Education; *Employment Potential; Entry Workers; *Job Skills; *Occupational Information; Postsecondary Education; Secondary Education; Skilled Occupations
IDENTIFIERS- DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives from Ohio. This OCAP identifies the occupational, academic, and employability skills (competencies) needed to enter carpentry

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselor Teacher Cooperation; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Performance Tests; Portfolio Assessment; School Counseling; *School Counselors; Student Evaluation; *Teacher Education
IDENTIFIERS- ERIC Digests

The nature of classroom assessment is changing. Teachers are being urged to rely less on traditional tests and more on innovative measurement methods, such as performance tests and portfolio assessments. This digest describes a strategy whereby student services personnel can play a leadership role in familiarizing classroom teachers and school administrators with the payoffs and perils of emerging classroom assessment methods. School counselors can play a key role in promoting better use of new assessment procedures if they acquire a reasonable degree of knowledge about such measurement procedures, then dispense that knowledge to the teachers with whom they work. More knowledgeable use of new classroom assessment strategies will lead to more accurate assessment-based inferences about students and more defensible instructional decisions by teachers. (JBJ)

ED 388 889 CG 025 958

Stiggins, Richard J.
Sound Performance Assessments in the Guidance Context. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Problems; Evaluation Research; Evaluation Utilization; Nongraded Student Evaluation; Performance Tests; School Counselors; School Guidance; *Student Evaluation; Teacher Expectations of Students; *Testing
IDENTIFIERS- ERIC Digests

Not since the development of the objective paper and pencil test early in the century has an assessment method hit the American educational scene with such force as has performance assessment methodology in the 1990s. Performance assessment relies on teacher observation and professional judgment to draw inferences about student achievement. Educators have begun to embrace the reality that some targets, like complex reasoning, skill demonstration and product development require the use of subjective, judgmental means of assessment. This digest provides a summary of attributes of sound assessments and the rules of evidence for using them well. Various ways to take advantage of this information are presented. The following aspects are detailed: The Basic Methodology; Sound Performance Criteria; Sound Performance Exercises; Effective Scoring and Recording; and Performance Assessment in the Guidance Context. (JBJ)

ED 388 890 CG 025 959

Working with Newcomers: A Guide for Immigration and Settlement Workers.
PUB DATE- 91
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Citizenship; Counseling Techniques; Counselors; Cultural Differences; *Cultural Pluralism; Culture Conflict; *Daily Living Skills; Employment; Federal Programs; Foreign Countries; *Immigrants; Immigration; Interpersonal Competence; Interpersonal Relationship; Orientation Materials; Population Distribution; Population Trends; *Reference Materials; Safety; Self Actualization; Self Esteem; Social Workers
IDENTIFIERS- *Canada

This guide is a national reference document that gives immigration and settlement workers access to concepts and printed materials than can help them do their jobs. Its purpose is to help immigration and settlement workers respond appropriately to newcomers' problems and questions as they concern Canada's customs, institutions and public behavior. It is not a list of programs and services offered by specific departments or agencies; however, it does help identify responsibilities of federal departments and agencies and distinguish among federal, provincial and local responsibilities. Section One, "Information about Newcomers," provides an understanding of newcomers and the immigration experience; and suggests how Canadians can help newcomers. Section Two, "Helping Newcomers Live in Canada," is a guide to other information sources that provide answers to questions newcomers frequently have about many situations. It is divided into five parts arranged in a hierarchy that starts with basic survival needs, moves on through safety, social and esteem needs to matters concerned with personal fulfillment. This guide brings together some of the most effective techniques and approaches used by helping agencies all across Canada. Appendices include an alphabetical bibliography and important addresses and telephone numbers. (JBJ)

ED 388 911 CG 026 644

Thompson, Nikki; Renninger, Salina
Short-Term Group Treatment for Survivors of Sexual Abuse: A Psychoeducational Approach.
PUB DATE- Jun 95
NOTE- 16p.; Continuing education credit may be available based on completion of multiple-choice questions at the end of the lesson.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Counseling; Counseling Techniques; Counselors; Group Counseling; Group Structure; *Group Therapy; *Program Descriptions; *Rape; *Sexual Abuse; Therapy; Victims of Crime

Counseling survivors of sexual abuse requires acknowledgment of the legitimacy of the client's ego defenses while helping the client abandon those defenses which have become obstacles to leading a fulfilling life. Such defenses may also impede the therapeutic process, as survivors are less likely to trust other people. Clients can arrive at a meaningful understanding

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE- Sep 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; *Online Searching; *Resource Materials; Search Strategies; Shared Resources and Services; *Smoking; Substance Abuse
IDENTIFIERS- Internet

Written to provide a brief introduction of online resources and searching the Internet, this document highlights Internet sites relating to alcohol, tobacco, and other drug (ATOD) prevention. Information is provided on the following topics: (1) software and hardware needed to access Internet sites; (2) the variety of online services available; and (3) basic search strategies. An annotated directory of useful Internet sites related to alcohol, tobacco, and drug prevention comprises roughly half the publication. Each entry lists the site title, an evaluative description, brief subject classification, the internet address, server type, an electronic mail contact, and a "hotlist" recommendation regarding the value of the information contained within. Also contains a short bibliography of related books and journals. (SR)

ED 388 931 CG 026 697

Bickel, Ann S.
Family Involvement: Strategies for Comprehensive Alcohol, Tobacco, and Other Drug Use Prevention Programs.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE- Sep 95
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; *Change Strategies; Drinking; *Drug Use; Elementary Secondary Education; *Family Involvement; Intervention; Needs Assessment; Parent Participation; *Prevention; School Activities; Services; Substance Abuse

Intended to aid administrators, school principals, and other program coordinators, this guide was written to improve the effectiveness of family involvement strategies that are necessary for comprehensive school alcohol, tobacco, and other drug (ATOD) use prevention programs. Themes discussed are: (1) reasons for creating many forms of family involvement strategies in ATOD prevention and intervention programs; (2) types of family involvement strategies and how they meet prevention and intervention goals; (3) family involvement strategies for ATOD prevention and intervention programs; (4) criteria for planning effective prevention strategies and outreach; (5) ideas for families with multiple problems; (6) issues blocking implementation and suggestions for overcoming them; and (7) activities for staff development and program planning. An appendix provides samples of awareness, needs assessment, and planning activities designed to improve family

Focusing on periodicals that consistently carry materials about reading, this contributor's guide presents 2 lists of information on 198 journals, magazines, newsletters, newspapers, and yearbooks. Every periodical included appears alphabetically on each of the two lists. The first list offers information about editor, address, and editorial procedures. The second list is in the form of a matrix primarily because of the compactness of that format. It provides additional information including audience, the types of material published, editorial processes, and miscellaneous items. A sample of the survey sent to the periodicals is included. (RS)

ED 388 951 CS 012 299

Chatel, Regina G.
Diagnosis and Remediation of Reading and Language Arts Difficulties, K-12.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; Course Objectives; Elementary Secondary Education; Higher Education; *Language Arts; *Portfolios (Background Materials; *Reading Diagnosis; *Reading Difficulties; Remedial Reading

This paper presents the syllabus for a course which provides instruction in reading and language arts evaluations for K-12 students perceived to have reading and language arts problems. The paper begins with a list of the four required texts and the six optional texts. The paper then discusses the grading policy, course objectives, course requirements, and the weekly course schedule. The paper also discuses the components of the literacy portfolios required of students, and the evaluation criteria of the literacy portfolios. Contains 30 references. (RS)

ED 388 952 CS 012 300

Linek, Wayne M., Ed.; Sturtevant, Elizabeth G., Ed.
Generations of Literacy. The Seventeenth Yearbook of the College Reading Association.
PUB DATE- 95
NOTE- 337p.; For the 16th Yearbook, see ED 375 374.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; *Literacy; Parent Participation; Preservice Teacher Education; *Reading Instruction; Reading Motivation; *Reading Processes; Reading Research; *Reading Strategies; *Student Improvement; Teacher Role
IDENTIFIERS- *Educational Issues; *Family Literacy; Russia

Offering voices and perspectives from multiple generations of literacy educators, this yearbook includes articles which represent an assortment of literary styles and paradigms. Articles and their authors are: "Motivation Matters" (L. B. Gambrell, keynote address); "The Use of Cloze as a Measure of the Interactive Use of Prior Knowledge and Comprehension Strategies" (V. Ridgeway); "The Effects of Unfamiliar Words on the Processing of Propositions in Connected Discourse" (R.

responsibility of the press, a study compared its ideas about press responsibility and the role of journalism with those in journalism textbooks. Twelve period textbooks were content analyzed in detail as were several books written by press members for general consumption. Results showed that textbooks published between 1891 and 1942 clearly reflected journalism's growing concern with society. But even as this concern shaped ideas of press responsibility and the role of journalism in society, textbooks continued to uphold the basic standards of news writing (9 of the 12 texts dealt with writing). The earliest textbooks reflected journalism's individualistic tradition by characterizing press responsibility as the commitment of journalists to their careers or their newspapers' success. By 1910, however, journalism educators turned their attention outward. Textbook authors promoted professionalism and increasingly recommended a college education for journalists to raise journalism's status. Textbooks of the 1920s revealed a growing interest in the role of journalism in society through simple libertarian descriptions of journalism's purpose in a democratic society. In 1923 the newly formed American Society of Newspaper Editors adopted canons which emphasized the journalist's support of freedom of speech and press. By the end of the decade, journalism was being likened to a public utility--both a private enterprise and a public service. By the 1940s, news writing textbooks were reflecting journalism educators' wholehearted embrace of social responsibility as a fundamental principle of journalism. (Includes 94 notes.) (TB)

ED 388 970 CS 215 098

Blick, Eddie
Use of an Electronic Discussion Group for High School
  Publications Advisers: A Descriptive Pilot Study.
PUB DATE- Aug 95
NOTE- 21p.; Paper presented at the Annual Meeting of the
  Association for Education in Journalism and Mass Communication
  (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Research; *Computer Networks; Content
  Analysis; *Discussion Groups; *Electronic Mail; Ethics; High
  Schools; *Journalism; Online Systems; Problem Solving; *School
  Publications; *Student Publications; Teaching Methods
IDENTIFIERS- Advisers; Computer Networking Research; *HSJOURN

This study aimed to catalog the nature of written message exchanges on a network computer bulletin board, HSJOURN, which caters mainly to high school journalism teachers and publications advisers. The study analyzed the content of messages between December 1993 and January 1995 and cataloged them in the following categories: announcements; chatting; does anybody know?; ethical matters; conducting conferences; editorial guidance; consumer information; legal matters; trading classroom material; expression of opinion; reprints from mass media; sharing problems or solutions; sharing teacher tips; maintenance; and other. A tabulation of the number of messages falling into each category shows that most message activity occurred in 3 categories: announcements, chats, and does anybody know? Another tabulation shows that October was the most active month on the bulletin board and August was the least active. Activity was fairly consistent over the 7 days of the week. Other tables show: (1) the frequency of messages by interactive Media Link campus news service, and the University of Missouri has tested an electronic newspaper. Appendixes contain the study questionnaire, tables and tests, a rationale for selection of statistical test, uses of technology, and a 335-item selected bibliography. (TB)

ED 388 988 CS 215 128

Suriani, Melanie M.; Wasson, Rebecca
Assessment of an Intervention Addressing Literacy and Ethics.
PUB DATE- Nov 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; College School Cooperation; Decision Making; Elementary Education; *Ethics; High Risk Students; *Intervention; Language Arts; Literacy; Models; Moral Values; *Multicultural Education; *Student Attitudes; Violence
IDENTIFIERS- Memphis City Schools TN; Trade Books; University of Memphis TN

The "Voices of Love and Freedom" project uses current children's literature to help children connect with their teachers and classmates in a personal way while teaching children ethical decision making skills, multicultural understanding, and literacy. The model also provides teachers with an easily understandable method for integrating subjects using real books about real issues. The teacher shares a personal story with the students and then reads an applicable story to them. A collaborative group of researchers from Memphis (Tennessee) City Schools, the Center for Research in Educational Policy, and the University of Memphis's College of Education evaluated the first year's implementation of the project at Oakhaven Elementary School in Memphis. While it is still too early to reach conclusive results, preliminary indications are that the project approach has the potential to significantly reduce the amount of violence and friction in schools. For instance, the number of students disciplined for fighting dropped dramatically. In addition, "Voices for Love and Freedom" has been a catalyst within the school to focus faculty, staff and students on thinking about and expanding alternative choices to violent behavior. Some of the findings have also affected the way the school's principal thinks about student achievement. A detailed description of how this project got underway at Oakhaven shows that it is a complex undertaking and one that takes more than one school year to implement. (Author/TB)

ED 388 989 CS 215 129

Benton, Michael
Reading and Teaching Literature. Occasional Papers, 13.
PUB DATE- Jan 93
NOTE- 31p.; Paper presented at the British Council's Symposium on "New Approaches to the Teaching of Literature" (Salamanca, Spain, September 20-26, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

paper concludes with a list of "key definitions" and some "troubleshooting" questions. (TB)

ED 389 009 CS 509 066

Burns, Joseph E.
The Future of Agenda Setting Research: New Audiences and New Gatekeepers.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Agenda Setting; *Audience Analysis; Broadcast Journalism; Higher Education; *Mass Media Effects; *Mass Media Role; *Media Research; Newspapers; Periodicals; *Public Opinion; Television
IDENTIFIERS- *Gatekeeper Role

The topic of agenda setting has been one of the most researched fields in mass communication since its introduction in 1972. M. E. McCombs and D. L. Shaw (1972) began a research collection of over 200 projects by upholding the hypothesis that the media cannot tell viewers what to think but it can tell them what to think about. The question arises as to what extent this study could be replicated today. A current study retraced the steps of the study, asking at each juncture how differences in the media landscape between 1968 and the present would affect agenda setting research. In the area of television news, results report considerable differences between the time periods. While McCombs and Shaw worked from the assumptions that two network newscasts commanded a mass audience, the same assumptions would not be operative today, as the menu of television newscasts has diversified. Further, fiber optics promises to offer viewers individual choices about movies, television shows, and newscasts. In the area of news magazines, results report again that while McCombs and Shaw work from the assumption that "Time" and "Newsweek" are representative, no such consensus exists today. While the circulation of these two magazines has been dropping, the number of magazines in print has more than doubled, reaching 3,000 in 1990. This is not to suggest that agenda setting research is no longer possible, but that given the changes noted above, it will move in two directions: toward homogeneous research groups or toward personal gatekeepers. (Contains 25 references.) (TB)

ED 389 010 CS 509 067

Brown, David H.
Non-Traditional Approach to Teaching Speech--It's Effective.
PUB DATE- 23 May 95
NOTE- 16p.; Paper presented at the Annual National Institute for Staff and Organizational Development Conference (Austin, TX, May 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audience Awareness; Class Activities; Community

*Research and Development; Research Needs; Technological Advancement
IDENTIFIERS- Business Role; *Electronic Newspapers; Research Suggestions; *Technology Integration

In the mid-1980s, when early electronic newspapers failed to live up to their promise, industry analysts declared them dead as a mass medium. But just 10 years later, "E-papers" are once again receiving much media hype, although little academic research has been done on them. Academic literature, trade articles, online discussions, and personal communications with industry leaders to build a foundation for the academic study of electronic newspapers are reviewed. The emphasis is on basic research that will address industry needs as E-papers reemerge. The following scholarly areas are reviewed with initial research questions formulated for each section: (1) history; (2) network culture; (3) media sociology; (4) management and economics; (5) new media elements; (6) news content features; (7) information processing; (8) commercial messages; (9) ethical and societal concerns; and (10) legal and regulatory issues. Given constraints of length, the paper offers a broad perspective but only a cursory review of an extensive literature. Contains a 153-item list of references in text and a 20-item list of other references regarding electronic newspapers. Two tables of data and a figure are included. (Author/NKA)

ED 389 029 CS 509 089

Zhang, Hong; Alex, Nola Kortner
Oral Language Development across the Curriculum, K-12. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; Language Acquisition; *Language Skills; *Oral Language; Skill Development; Speech Communication; *Student Needs; *Teacher Role; *Verbal Learning
IDENTIFIERS- ERIC Digests; *Oral Communication across the Curriculum; Oral Learning; *Speaking across the Curriculum

Noting that speech is not simply basic communication, this digest discusses ways in which teachers can help children develop oral language proficiency. The digest holds that speech involves thinking, knowledge, and skills, and that it requires practice and training. After setting out three criteria for oral language competence--fluency, clarity, and sensitivity--the digest suggests that oral language development has largely been ignored in the classroom. It points out that oral language provides a foundation for the development of other language skills and that the literacy process actually begins with speaking. The digest sees the teacher's role as that of a facilitator of the learning process and offers suggestions for instructional strategies. (Contains 10 references.) (NKA)

ED 389 030 CS 509 090

Swanson, Douglas J.
Public Service Announcements and the Fight against AIDS: A Survey of Radio Broadcasters' Attitudes and Policies.

Jones, Linda K.; Falkenberg, Eugene
The Impact of a Community School on Students' Behavior.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Citizen Participation; Citizen Role; Community Attitudes; Community Development; *Community Education; *Community Schools; Elementary Education; School Community Relationship
IDENTIFIERS- Lethbridge School District AB

This paper presents findings of a study that compared the attitudes of students in a community school, designed and staffed to follow the Alberta (Canada) Community School guidelines, and a mandated elementary fine-arts school over the school years 1985-86 through 1987-88. Bronfenbrenner's (1976) ecological research model was used to: (1) identify the relationships between the community-school programs/processes and the ecological environment in which they occur; and (2) define the relationships between these variables. Data were collected through a survey of second-, fourth-, and sixth-grade students at the two schools in Lethbridge School District, Alberta, Canada. More community-school students reported participating in the school program with their teachers and parents than did those at the elementary school. The data suggest that the community-education process has decentralized the school environment, facilitating more student and parent participation. However, the process did not extend to increased participation in the school program with friends, neighbors, clubs, and local politicians. Sixth-grade students accounted for most of the difference. Three tables and two figures are included. (LMI)

ED 389 049 EA 027 151

Milestones in Comprehensive School Improvement for Middle Grade Reform. Development Period: Milestones I, Months 1-12, Milestones II, Months 13-18, Milestones III, Months 19-36.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Delivery Systems; *Educational Improvement; Educational Planning; Intermediate Grades; Junior High Schools; *Middle Schools; Professional Development; Program Implementation; *School Restructuring; State Programs
IDENTIFIERS- *Maryland

The Maryland Middle Grades School Policy Initiative addresses the polices and practices that support improved school and student performance. To document changes in policies and practices, this series of publications entitled "Milestones" was developed. Each publication traces the development, implementation, evaluation, and refinement of school-based, school-improvement models based on the experience of four Maryland schools. The models reflect a comprehensive approach to school-based improvement as organized, identified,

Oswald, Lori Jo
Quality Work Teams.
PUB DATE- Nov 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - Serials (022)
DESCRIPTORS- Conflict Resolution; Elementary Secondary Education; Group Dynamics; *Organizational Communication; Organizational Development; *Participative Decision Making; Problem Solving; Quality Circles; *Teamwork; *Total Quality Management
IDENTIFIERS- *Quality Work Teams

A growing number of schools and districts are considering using teams to handle all types of decision making and advisory activities. The term "teams" can be applied to a wide spectrum of groups with various purposes or powers. This bulletin was designed to assist those who want to create efficient, successful teams. It provides suggestions on effective structures and practices for different types of work teams at the district and school levels. The total-quality-management principles of W. Edwards Deming provide the philosophical foundation for successful teamwork in schools. Chapter 1 introduces the concept of total quality management and explains what districts and schools have learned from the business world's experience with work teams. Chapter 2 provides the rationale behind the work-team approach to decision-making in schools and education, highlighting the advantages of using a team approach. The third chapter lists various types of teams used in education and offers examples from Oregon schools and districts. Team functions and members' roles are described in chapter 4, with a focus on the facilitator's relationship to other team members. The fifth chapter cites common problems and offers a platform for experienced team members and consultants to give advice on how to overcome those problems. The final chapter summarizes steps schools can take to ensure the success of their teams. A summary of quality work teams is included. (Contains 37 references.) (Author/LMI)

ED 389 069 EA 027 176

Silvey, Donald F.
The Effect of Inschool Suspension on the Academic Progress of High School Science and English Students.
PUB DATE- Aug 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Discipline Policy; English Instruction; High Schools; *High School Students; *In School Suspension; Science Instruction

This paper presents findings of a study that explored the effects of assignment to an inschool suspension (ISS) program on high school students' academic performance. The study compared the before- and after-ISS grades in English and science of 32 ninth- and tenth-grade students who had spent a minimum of 5 days in an ISS program during a 6-week grading period. The data showed no significant difference in the academic achievement of students in science and English classes before and after being assigned to an ISS program. Seven tables and two figures are included. Appendices contain a copy of the cover letter, of the regional crisis committee were to develop a school-crisis intervention model, train school-district personnel, and promote and coordinate emergency mental-health services and resources. The book presents assumptions and logic necessary for dealing with a crisis; a general model and practical guidelines to prepare schools for crisis situations; and information on implementing a crisis plan in the face of an actual crisis. Suggestions for providing clinical support for students and developing an integrated mental-health delivery system are also offered. Five figures are included. Appendices contain a list of committee members; guidelines for developing a school-crisis plan; and sample plans, forms, checklists, and resources for use in crisis training, preparation, and response, including vignettes for crisis-team planning. (Contains 23 references.) (LMI)

ED 389 089 EA 027 203

Rettig, Michael D.; Canady, Robert Lynn
"When Can I Have Your Kids?" Scheduling Specialist Teachers.
PUB DATE- Dec 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Planning; Elementary Education; *Flexible Scheduling; Principals; *School Schedules; *Specialists; Time Blocks

This information brief describes problems involved in scheduling elementary-school specialist teachers and offers suggestions for resolving them. Poor scheduling results in fragmented classes, unequal distribution of instructional time, and lack of common planning time. Poor scheduling is usually due to lack of congruence between school mission and schedules, schedule design conducted by individuals or the central office, and periods of unequal length. Two samples of effective schedules are described--a master-block schedule and a four-day rotation cycle. The following recommendations are offered for designing specialists' schedules: (1) base decisions on what is best for the core instructional program; (2) determine needs and resources; (3) have the central office negotiate equitable arrangements among schools that share traveling personnel; (4) negotiate equal-length specialist periods, or at the very least, modular-length periods; and (5) break away from the Monday-through-Friday, once-a-week schedule. Two figures are included. (LMI)

ED 389 090 EA 027 206

Raising the Educational Achievement of Secondary School Students: An Idea Book. Summary
PUB DATE- 95
NOTE- 6p.; This 8-panel brochure promotes a two-volume document, see EA 027 207-208. The summary provided here parallels but is briefer than the Executive Summary contained in the full document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- chools that share traveling per
equal-length specialist periods, or at the very least, modular

mention of parts of South America), focusing on an historical description of events and forces impacting these regions; current educational philosophies; adult associations of deaf people; intra/intercountry networking; educational and medical aspects; and visions for the future. The countries included are: Guatemala, Honduras, Nicaragua, Costa Rica, Panama, Dominican Republic, Jamaica, Antigua, Dominica, and the Bahamas, with mentions of Argentina, Venezuela, Ecuador, and Colombia. The historic importance in deaf education of individual visionary educators or international organizations in particular countries is noted. The role of the International Center on Deafness at Gallaudet University (Washington, D.C.) is also noted. The influence of the "total communication" philosophy and the development of Associations of the Deaf are briefly discussed. The lack of professional training programs in this area is illustrated by a table showing training possibilities across Central America. Effects of the ownership of teacher preparation centers by otolaryngologists are also noted (such as a medical pathology approach to deafness). (DB)

ED 389 109 EC 304 394

101 Ways To Help Children with ADD Learn: Tips from Successful Teachers.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accessibility (for Disabled); *Attention Deficit Disorders; *Classroom Techniques; Educational Strategies; Elementary Secondary Education; *Inclusive Schools; Individualized Instruction; Mainstreaming; Student Behavior; *Teaching Methods
IDENTIFIERS- Behavior Management

This how-to guide for teachers suggests ways to help children with attention deficit disorders (ADD) in the general classroom, by means of specific instructional practices to be used as part of an instructional program based on classroom accommodations, behavior management, and individualized academic instruction. Basic steps in developing an effective educational program for the ADD student are outlined, including evaluating the child's individual needs, selecting appropriate instructional practices, and integrating appropriate practices within an individualized program. The recommended instructional strategies are grouped into the following categories: general instructional principles, individualized instructional practices, language arts and reading comprehension, phonics and grammar, handwriting, mathematics, solving word problems, special materials, organizational skills, study skills, behavior management, verbal reinforcement, counselling, and classroom accommodations. (DB)

ED 389 110 EC 304 395

Davis, Sharon
Report Card on Inclusion in Education of Students with Mental Retardation, 1995.
PUB DATE- Oct 95
NOTE- 30p.; For earlier "report cards," see ED 352 778 and ED 378 760.

Satisfaction; *Labor Turnover; *Occupational Mobility; *Special Education Teachers; Stress Variables; Teacher Attitudes; Teacher Characteristics; Teacher Morale; *Teacher Persistence; Work Environment

This bibliography identifies 66 publications on causes and cures of teacher attrition, with a focus on special educators. The materials cover the period 1980-1995 and cover topics such as: teacher retention in urban schools, the condition of education in rural schools, burnout among special education teachers, predictors of retention and satisfaction for general and special educators, teacher transfer from special to general education, supporting both experienced and beginning special education teachers, models of teacher retention, interventions to reduce burnout and improve retention of special educators, retaining first-year teachers, role conflict among special education teachers, black and white teacher satisfaction, attrition among teachers of students with learning disabilities, attrition and burnout factors among teachers of students with emotional disturbances, effective inservice techniques for retaining special education teachers, workplace conditions that affect teacher quality and commitment, approaches to alleviating personnel shortages in special education, and teacher stress and coping skills. (SW)

ED 389 129 EC 304 415

Selected OSEP-Funded Projects...Collecting/Disseminating "Promising Practices".
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Deaf Blind; *Disabilities; Early Intervention; Educational Finance; *Educational Practices; Educational Technology; Education Work Relationship; Elementary Secondary Education; *Federal Programs; Inclusive Schools; Instructional Materials; Interpersonal Competence; Outcomes of Education; Program Descriptions; Teacher Education; Transitional Programs
IDENTIFIERS- *Office of Special Education Programs

Information is presented on selected projects funded by the U.S. Office of Special Education Programs (OSEP), including projects which present promising practices or effective strategies and/or were intended for national information dissemination. The categories of projects are as follows: services/programs for the deaf/blind, early intervention, inclusion, educational outcomes, finance, secondary school to work transition, social relationships, teacher training (distance education and multimedia productions for teacher education), and technology. Project profiles state the purpose of the project and outcomes and include the name of the project, the contact person and address, the project expiration date, and the types of materials available for dissemination. (SW)

ED 389 130 EC 304 416

Summary of Goals 2000: Educate America Act.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 94
NOTE- 23p.; Prepared by the Alliance 2000 Project of the University of New Mexico.

Institute for Research (California) study of variables related to the satisfaction, attrition, and retention of special education teachers; (2) the Research Triangle Institute (Tennessee) study on improving the retention of special education teachers; and (3) the Eugene Research Institute (Oregon) study on attrition/retention of urban special education teachers. A paper titled "Overview of the Three Research Projects" (by Patricia Thomas Cegelka) introduces the collection and is followed by "The National Picture: Messages from SASS (Schools and Staffing Survey) Data" (Erling E. Boe et al.). Other papers include: "The Attrition Picture: Lessons from Three Research Projects" (John Pyecha and Roger Levine); "Working Conditions: Job Design" (Russell Gersten et al.); "Working Conditions: Administrator Support" (Bonnie Billingsley et al.); "Impact of Job Design Problems and Lack of Support" (Russell Gersten et al.); "Personnel Preparation: Relationship to Job Satisfaction" (Patricia Cegelka and Donald Doorlag); "Strategic Planning for Special Education Teacher Retention" (Peggie Campeau and John Pyecha); "Attrition/Retention of Urban Special Education Teachers: Multi-Faceted Research and Strategic Action Planning" (Martha Morvant and Russell Gersten); "Teachers' Perceptions of Working Conditions: Problems Relating to Central Office Support and Section 2: Administrative Support" (Russell Gersten et al.); "Attrition of Special Educators: Why They Leave and Where They Go" (Mary T. Brownell et al.); "Retention and Attrition in Special Education: Analysis of Variables That Predict Staying, Transferring, or Leaving" (David Miller et al.); and "Retention, Transfer, and Attrition of Special and General Education Teachers in National Perspective" (Erling E. Boe et al.) (DB)

ED 389 148   EC 304 435

Pyecha, John; Levine, Roger
The Attrition Picture: Lessons from Three Research Projects.
  Working Paper #3.
PUB DATE- 26 May 95
NOTE- 36p.; In: National Dissemination Forum on Issues Relating
  to Special Education Teacher Satisfaction, Retention and
  Attrition (Washington, DC, May 25-26, 1995); see EC 304 434.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Databases; *Disabilities; Educational Trends;
  Elementary Secondary Education; *Faculty Mobility; *Labor
  Turnover; *Special Education Teachers; Statistical Data;
  Teacher Characteristics; *Teacher Employment; *Teacher
  Persistence; Teacher Transfer; Trend Analysis
IDENTIFIERS- California

This paper summarizes findings of three special research projects on special education teacher attrition rates. An introductory section describes the purposes of the federally funded projects, identifies the institutions and school districts involved, and notes the varying availability of attrition rates from 1987 through 1993 in the five data bases involved. Following a discussion of a general definition of "leavers" and study limitations, the attrition rates for the districts involved are presented and discussed. Characteristics of the exited special education teachers are then examined. Some of the studies' findings include the following: there was a tendency toward increased attrition rates over the time period evaluated; relatively similar exit rates were found for the six districts involved; attrition rates were substantially below on restructuring. Cross-linguistic interdependence among translation, L1 writing, and L2 writing was not found. However, evidence was found that translation processes prompted conscious attention and restructuring, as considered necessary for L2 learning. An appendix includes actual student writing samples. (Contains numerous references.) (Author/NAV)

ED 389 166 FL 023 346

Madden, Carolyn G., Ed.; Myers, Cynthia L., Ed.
Discourse and Performance of International Teaching Assistants.
PUB DATE- 94
NOTE- 250p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - General (020),Books (010)
DESCRIPTORS- *Assistantships; Communicative Competence (Languages); English (Second Language); *English for Special Purposes; Evaluation Methods; Feedback; *Foreign Students; International Cooperation; International Educational Exchange; *Language Teachers; Pragmatics; Role Playing; *Teaching Assistants

This contains 12 articles that focus on the specific issues related to the language needs of international teaching assistants (ITAs) as related to the broader field of applied linguistics and English for Specific Purposes (ESP). This volume demonstrates the uniqueness of problems related to classroom discourse and to the training of ITAs unfamiliar with the pedagogical as well as cultural customs of U.S. classrooms. The articles include: (1) "Communicative Competence as a Theoretical Framework for ITA Education" (Barbara Hoekje and Jessica Williams); (2) "Discourse Competence in a Framework for ITA Training" (Peter A. Shaw); (3) "Enhancing Curricula for ITA Development" (Jan Smith); (4) "Using Performance Assessment Methods to Screen ITAs" (Sarah L. Briggs); (5) "Question-Based Discourse in Science Labs: Issues for ITAs" (Cynthia L. Myers); (6) "Student Questions: When, Where, Why, and How Many" (Patricia L. Rounds); (7) "Effective Role-Play Situations and Focused Feedback: A Case for Pragmatic Analysis in the Classroom" (Andrea E. Tyler); (8) "The Functional Language of the U.S. TA During Office Hours" (Beverley J. McChesney); (9) "Discourse Strategies for ITAs Across Instructional Contexts" (Elizabeth R. Axelson and Carolyn G. Madden); (10) "ITAs, Interaction, and Communicative Effectiveness" (George Yule); (11) "Demystifying Cross-Cultural (Mis)communication: Improving Performance Through Balanced Feedback in a Situated Context" (Catherine E. Davies and Andrea E. Tyler); and (12) "Native and Nonnative Teaching Assistants: A Case Study of Discourse Domains and Genres" (Dan Douglas and Larry Selinker). (Contains over 280 references.) (NAV)

ED 389 167 FL 023 348

McGovern, John
Changing Paradigms. The Project Approach.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the International Conference on Language in Development (2nd, Bali, Indonesia, April 10-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

Elementary Education; *English (Second Language); *FLES; Foreign Countries; *International Educational Exchange; Program Descriptions; Program Effectiveness; Program Evaluation; Second Language Programs; *Student Exchange Programs; *Teacher Aides; Teacher Attitudes; Teacher Role
IDENTIFIERS- *France (Caen)

An elementary school English second language program in Caen (France) is described and evaluated. The program evolved from national policy initiatives to reintroduce modern foreign languages in the primary schools. The eventual National Experiment involved a selected number of schools in which a foreign language was to be taught. Data for this study were gathered in site visits to six schools, through interviews with eight teaching assistants and administrators and classroom observation of 16 lessons. The report offers background on the project, describes the study's methodology, and details aspects of the project's design and implementation. The latter includes: organization of lessons; emphasis on language awareness rather than language teaching; instructional techniques and materials used; integration of the program curriculum with the elementary school curriculum; head teachers' views; links with secondary schools and their curriculum; overseas exchanges; parent and pupil attitudes; and the views of teaching assistants. Comments are made on three program aspects: organization; classroom teaching techniques; and role of the teaching assistants. Based on findings concerning this program and another in England, remarks are made on three key issues: use of foreign language assistants untrained in teaching techniques and strategies, political and cultural dimensions of such a project; and the need for a more clearly defined and coherent syllabus. (MSE)

ED 389 188 FL 023 395

Harris, Martin
Evolving Linguistic Patterns in Europe. Occasional Papers, 17.
PUB DATE- Jan 94
NOTE- 25p.; Speech presented at Anniversary Lecture (25th, University of Southampton, England, United Kingdom, November 4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Design; Elementary Secondary Education; Foreign Countries; *Language Role; *Languages; *Minority Groups; Political Influences; *Public Policy; Social Change; Trend Analysis; *Uncommonly Taught Languages
IDENTIFIERS- England; *Europe; Wales

Discussion of the current language situation in Europe looks first at the compelling political changes affecting language policies, then examines progress toward implementation of the modern languages component of the National Curriculum for England and Wales. It is noted that Europe differs from other eastern hemisphere regions in that in most countries, the native language of the majority of the population is the largest language spoken. Another trend in Eastern Europe is the emergence of smaller, independent countries, reducing the number of states with large linguistic minorities and creating a closer relationship between linguistic community and nation-state. These developments have in common an increase in the status and functions of minority/former minority languages and consequent increase in language-related policy formation. With regard to implementation of languages component of the National extended visits to families of relatives to temporary academic or occupational appointments of parents in U.S. universities or corporations investigated student perspectives on English-as-a-Second-Language (ESL) instruction and bilingual classrooms. The subjects represented a variety of nationalities and educational backgrounds. The students were interviewed, most individually, and all but one in their native languages. They were encouraged to speak openly about their experience in classrooms, with teachers, and with other students. It was found that ESL classes offer a haven for student to relax and relieve some of the tension of other classes, and also provide students with many more opportunities for active participation. The students were sensitive about being understood. Some negative comments reflect feelings of isolation and lack of incentive to learn. Clear differences between bilingual programs and ESL programs were perceived, and these students preferred an environment in which the teacher: (1) provides good instruction; (2) is sensitive to their needs; and (3) tries hard to engage them in the ongoing life of the classroom, school, and culture. A brief bibliography is included. (MSE)

ED 389 209 FL 023 416

Jones, Nathan B.
Professional Development through Democratic Supervision.
PUB DATE- 30 Mar 95
NOTE- 27p.; Revision of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Long Beach, CA, March 30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *English (Second Language); Foreign Countries; Graduate Study; Higher Education; *Inservice Teacher Education; *Language Teachers; Professional Development; *Second Language Instruction; Supervisory Methods; *Teacher Supervision
IDENTIFIERS- International Trade Institute (Taiwan)

This article introduces the concept of democratic supervision, a macro-approach of in-service supervision of instruction for helping teachers and supervisors work together to select an appropriate strategy for professional development. A case study from the International Trade Institute graduate school in Taiwan is presented that examines the application of this concept to improve an English-as-a-Foreign-Language (EFL) teacher's instruction technique. Democratic Supervision uses five principles. In the first, the supervisor serves as a resource for the teacher. In the second, negotiation between supervisor and teacher are stressed. The third principle states that supervisor and teacher should negotiate to select a specific supervisory approach and in-service instruction, while the fourth principle calls for the application of Clinical Supervision's eight-stage supervisory cycle. Finally, the fifth principle is that Democratic Supervision encourages professional growth toward more teacher self-reliance. The paper concludes by discussing implications of this study for supervisory theory, practice, and research. (Contains 31 references.) (Author/NAV)

ED 389 210 FL 023 417

Jones, Nathan B.
Improving Writing for International Business through Peer Reviews.

growing disconnection between the nation's schools and business sector is threatening to undermine the educational quality of the U.S. work force. Educators and businesses must, therefore, join forces to develop initiatives that do not require either new funds or additional government agencies but that instead rely on the market to create the incentives for firms to invest in human and physical capital. In addition, a way must be found to lower the costs to employers of screening and hiring new workers. Two strategies appear to be promising ways of strengthening the links between the education and business sectors: (1) making grades and the reputation of a job applicant's school important criteria when hiring young workers and (2) creating internship programs. Studies have shown that businesses using school grades as screening mechanisms in the hiring process have more stable work forces and are more likely to rate their employees as fully proficient in their jobs. Other studies have established that businesses offering internship/apprenticeship programs have better educated work forces and are more likely to use high-performance work systems. (MN)

ED 388 762 CE 070 125

Davies, David; Wheeler, Richard
Credit Where It's Due. Project Report.
SPONS. AGENCY- Department of Employment, London (England).
PUB DATE- 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Academic Standards; Adult Education; Adult Students; College Programs; *Continuing Education; *Credits; Educational Planning; *Educational Quality; *Evaluation Methods; Foreign Countries; Models; Program Evaluation; Staff Development; Student Attitudes; *Student Certification; *Student Evaluation; Vocational Education
IDENTIFIERS- *United Kingdom

A study examined the feasibility and implications of awarding credit for traditional extramural studies courses throughout the United Kingdom (Credit Frameworks and Learning Outcomes Programme). The project's objectives were as follows: assess demand for and acceptability of credit among existing and potential students; test new forms of certification for learners in the liberal adult education tradition; develop and introduce employment-related credits for mature, work-based individuals as part of a certificate course; and contribute evidence and ideas to the United Kingdom's developing national credit frameworks and support the employment department's strategic research thereon. Among the study's key conclusions were the following: (1) broadening student constituencies in continuing education have necessitated a more adaptive and responsive credit system; (2) a learning outcomes approach and adoption of clear student assessment criteria will permit recognition of the fullest range of achievement for adult learners; (3) continuing education providers need to offer credit for appropriate learning whether it occurs at home, work, or college; (4) the award of credit is the start of a quality assurance cycle that includes moderation while allowing tutors a high degree of autonomy; and (5) collaborative networking of continuing education provision with other agencies is vital to gain progression and transfer opportunities for students. (Contains 24 references.) (MN)

IDENTIFIERS- General Educational Development Tests; *Northwest Iowa Community College; *Workplace Literacy

This report documents how the Business/Training Institute of Northwest Iowa Community College and Coilcraft, Inc., of Hawarden, Iowa, worked as partners to establish a basic workplace skills program for Coilcraft's workers. The project goals were to develop and offer a workplace literacy program that would enroll 160 workers and prepare them to use new technology and operating methods and also improve their basic skills in a 15-month basic skills improvement program. Of the 338 Coilcraft employees who started the program, 225 completed at least one of its four instructional blocks (a 66.6% completion rate). Training in basic team skills was provided to 109 workers. At the end of 15 months, participants' grade level changes in reading, math, and writing averaged 1.1, 1.1, and 1.4 years, respectively, and 64 workers completed General Educational Development (GED) testing in at least 1 area (8 completed testing in all 5 areas). Appendixes constituting approximately 90% of this document contain the following: mathematics skills curriculum, glossary, workplace skill building brochure, news releases, individual development plan, comments on the Mid-America Conference, basic team skills materials, team minutes, project-related correspondence and dissemination comments, final budget, milestone chart, quarterly report, final financial status report, and final external evaluation report. (MN)

ED 388 780 CE 070 164

P.R.I.D.E. People Retraining for Industry Excellence. Final Evaluation. Mercer County Community College National Workplace Literacy Program Grant Period: November 1, 1993-August 31, 1995.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 31 Aug 95

NOTE- 253p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 165-183.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Communication Skills; Competency Based Education; *Curriculum Development; Demonstration Programs; Employee Attitudes; Employer Attitudes; *Labor Force Development; *Literacy Education; Models; Program Development; Program Effectiveness; Program Evaluation

IDENTIFIERS- DACUM Process; *Workplace Literacy

Mercer County Community College (New Jersey) and six small businesses used federal grant money to develop a model program of workplace literacy that would assist 600 adult workers with inadequate basic skills in performing their jobs. In analyzing the overall skills of the work force, the literacy audit identified these basic skills/literacy deficiencies: oral and written communication within the organizations, limited English proficiency, basic literacy skills, logical/rational thinking skills, and workplace sensitivity and other interpersonal skills. The evaluation design consisted of performance evaluation measures monitoring, impact surveys, student information, and summary evaluation. Curriculum development began with the literacy audit that included use of the DACUM (Developing a Curriculum) process. An orientation and assessment program was conducted. Six training cycles were conducted at the facilities. The evaluation showed that

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Career Development; Career Education; Employer Employee Relationship; *Employment Patterns; Labor Force Development; *Work Attitudes; *Work Ethic; *Young Adults
IDENTIFIERS- *Generation X

Several myths relate to the question of whether Generation X, the population cohort following the Baby Boomers, has different values, work ethics, and attitudes toward work and career development. The first myth is that individuals in Generation X are slackers, lacking career drive and ambition. The reality is that Generation X may just view the concept of career differently. They use job hopping as a way to build their skills and make themselves more marketable. They are more self-sufficient and outcome based. Given their priorities of money, power, and status, many are becoming entrepreneurs. The second myth is that individuals in Generation X are poorly suited to today's career realities. The reality is that individuals in Generation X have higher levels of education than those in previous generations. The real assets they bring to the workplace are their knowledge of technology and ability to concentrate on a number of tasks at one time. They are also accepting of change. A third myth is that individuals in Generation X have little influence in the workplace. The reality is that the type of training companies do is being shaped by the learning style of this generation. Generation X is also shaping company leadership, since they require more coaching and feedback from supervisors than previous generations. They expect their opinions to count. Of the greatest significance may be the workplace changes influenced by the cultural diversity of this generation. (Contains 12 references.) (YLB)

ED 388 802 CE 070 191

Kerka, Sandra
The Learning Organization. Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Elementary Secondary Education; Employer Employee Relationship; Higher Education; *Labor Force Development; *Organizational Change; *Organizational Development; Participative Decision Making; Teamwork
IDENTIFIERS- *Learning Organizations

Any type of organization can be a learning organization (LO) if it possesses certain characteristics: provide continuous learning opportunities, use learning to reach its goals, link individual performance with organizational performance, foster inquiry and dialogue, embrace creative tension as a source of energy and renewal, and be continuously aware of and interact with its environment. Businesses that practice LO principles topics: (1) identifying problems in managing home and work life; (2) discussing values and goals in terms of adjusting expectations, redefining roles, and sharing responsibilities; (3) applying work simplification techniques and time management strategies in the performance of household tasks; and (4) describing techniques for reducing stress. Each competency unit consists of learner outcomes, key ideas, definitions, teaching strategies and methods, and suggested learning activities. Thirty-one supplements include information and activity sheets on the following: work and family conflicts; decision making; problem solving; activities with children; guilt; interpersonal communication; listening skills; values and goals; role-sharing strategies; conflict adjustment; fathering roles; sharing housework; home responsibilities for children of various ages; adjusting standards; organizational skills; time-consciousness; time management; wasting time; and stress management. A bibliography lists 25 references. The Illinois goals for world-class education for the 21st century also are included. (KC)

ED 388 819 CE 070 214

Improving Responses to Individual and Family Crises. Learning Guide 10. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 69p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Behavioral Objectives; Behavior Patterns; Competency Based Education; *Consumer Education; *Coping; *Crisis Intervention; Daily Living Skills; Defense Mechanisms; Family Work Relationship; *Home Economics; Homemaking Skills; Instructional Materials; Learning Activities; Out of School Youth; Problem Solving; Self Management; State Curriculum Guides; *Stress Management; Stress Variables; Teaching Guides
IDENTIFIERS- Illinois

This learning guide on improving responses to individual and family crises is part of a series of learning guides developed for competency-based adult consumer and homemaking education programs in community colleges, adult education centers, community centers, and the workplace. Focus is on the connections among personal, family, and job responsibilities so that these aspects of living will complement each other. Introductory material includes general comments for use of the learning guide; general guidelines/check list for users with key to symbols used to designate enhancement activities; and introduction. The guide covers four competencies: identify life situations that cause stress for individuals or families; describe ways children and adults may react to stress; determine strategies for coping with stress; and employ a conflict management strategy in a life situation. Materials provided for each competency include a list of learner outcomes, key ideas, definitions, strategies/methods for facilitators, and suggested activities for learners. Twenty-nine supplements contain information and activity sheets on the following: development through the life span, stress and stress management, case studies; support systems, values, anger, constructive communication, listening, and conflict. A bibliography lists 68 items. (YLB)

DESCRIPTORS- Behavioral Objectives; Case Studies; Check Lists; Competence; *Competency Based Education; Conflict Resolution; *Coping; Crisis Intervention; *Family Life Education; *Family Problems; *Home Economics; Learning Activities; Pretests Posttests; Secondary Education; Self Evaluation (Individuals); State Curriculum Guides; *Stress Management; Teaching Guides
IDENTIFIERS- Illinois

This competency-based secondary learning guide on improving responses to crises is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. The following competencies are addressed: identify life situations that cause stress for individuals or families; describe ways children and adults may react to stress; determine strategies for coping with stress; and employ a conflict management strategy in a life situation. Twenty-nine supplements contain information and activity sheets on the following: life span development, stress levels, stress management, personal strengths, support systems, coping strategies, values, anger, constructive communication, good listening, and conflict resolution. Concluding the guide is a 69-item bibliography. (MN)

ED 388 836 CE 070 231

Assisting At-Risk Populations. Secondary Learning Guide 11. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 84p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competence; *Competency Based Education; Dropout Prevention; *Dropouts; *Helping Relationship; *Help Seeking; *Home Economics; *Homeless People; Learning Activities; Pretests Posttests; Problem Solving; Secondary Education; Self Esteem; Self Evaluation (Individuals); State Curriculum Guides; Teaching Guides; Welfare Services
IDENTIFIERS- Illinois

This competency-based secondary learning guide on assisting at-risk populations (dropouts and homeless people) is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users special needs of minority groups and the need for research and evaluation, interministerial collaboration, and ongoing monitoring of literacy were designated special areas of concern. Among the study recommendations were the following: (1) community colleges should become community catalysts to improve levels of adult literacy; (2) business, labor, community organizations, libraries, Native organizations, colleges, and schools should collaborate to develop and implement a community-based literacy strategy; and (3) government investment in adult literacy should be increased by 100% for 1990-91 and by lesser amounts for the next 4 years. (Twenty-one references are cited. Appended are the following: 1986 census data for British Columbia; summary of services, needs, and enrollment by college region; and lists of exemplary programs and practices in Canada.) (MN)

ED 388 854 CE 070 269

Bossort, Patty; And Others
Learning To Learn: Impacts of the Adult Basic Education Experience on the Lives of Participants.
SPONS. AGENCY- British Columbia Ministry of Skills, Training and Labour, Victoria.; National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Education Work Relationship; Foreign Countries; *Literacy Education; *Outcomes of Education; Records (Forms); *Role of Education; *School Attitudes; Teacher Attitudes
IDENTIFIERS- *British Columbia

A qualitative study examined the effects of participation in literacy or adult basic education (ABE) programs on the lives of former students. Intensive confidential interviews were conducted with 65 self-selected former ABE students in British Columbia, Canada. From the standpoints of age, ethnic origin, gender, ABE entry level, and type of program attended, the former students represented a very diverse group. Fifteen ABE instructors were also interviewed regarding the intended impacts of ABE programs. The most salient impacts of the ABE experience were psychological. Respondents credited ABE with increasing their self-esteem/self-confidence and thereby enabling them to make important changes in their lives. It was concluded that, by helping people learn to learn and learn that they have learned, ABE/literacy programs enhance individual, family, and community growth and potential. The study findings emphasized the following: rethinking the dropout label, systemic support for lifelong learning, the importance of connecting with others, the need to contribute to the world, and the role of ABE in the economy and society. (Appendixes contain the following: information about terms used, study methodology, and the interviewees; definitions of literacy; release form; one interviewee's story; and a 42-item bibliography.) (MN)

ED 388 855 CE 070 270

Kirk, James J.; Kirk, Lynne D.
Night Rehearsal. A Gaming-Simulation for Nontraditional Students Entering College.
PUB DATE- 95

occupations. The competencies are clustered into 13 units that cover the following topics: basic carpentry procedures; layout work; footings and foundation walls; floor framing; wall framing; ceiling and roof framing; roofing; exterior finish; insulation; interior finish; stairs; energy-efficient construction; and special carpentry applications. In addition, employability competencies are grouped into 12 units: career development; decision making and problem solving; work ethic; job-seeking skills; job retention and career advancement skills; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items, core items essential for entry-level employment, and items needed to advance in carpentry occupations. The OCAP guide also contains an academic job profile based on the Work Keys system that identifies the level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic competencies in communication, mathematics, and science that all students should master; and a specific list of academic competencies needed for carpentry. (KC)

ED 388 872 CE 070 290

Commercial Art. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 64p.; For other related profiles, see CE 070 281-294.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Development; *Commercial Art; *Competence; Competency Based Education; *Employment Potential; Entry Workers; *Graphic Arts; *Job Skills; *Occupational Information; Postsecondary Education; Secondary Education; Visual Arts
IDENTIFIERS- DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives from Ohio. This OCAP identifies the occupational, academic, and employability skills (competencies) needed to enter commercial art occupations. The competencies are clustered into 12 units that cover the following topics: safety procedures; basic lab skills; business forms; basic drawing skills; media exposure; design; hand-lettering; layouts; production; computer art; photography; and self-marketing. In addition, employability competencies are grouped into 12 units: career development; decision making and problem solving; work ethic; job-seeking skills; job retention and career advancement skills; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items, core items essential for entry-level employment, and items needed to advance in commercial art occupations. The OCAP guide also contains an academic job profile based on the Work Keys system that identifies the level

Arter, Judith A.; And Others
Portfolios for Assessment and Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Informal Assessment; Instructional Material Evaluation; *Portfolio Assessment; Self Evaluation (Individuals); *Student Evaluation; Student Records
IDENTIFIERS- ERIC Digests

A portfolio is a meaningful collection of student work that tells the story of student achievement or growth. There are two basic reasons for doing portfolios--assessment or instruction. Benefits for using portfolios in instruction include the development of students self-reflection, critical thinking, responsibility for learning, and content area skills and knowledge. Assessment use of portfolios, a collection of multiple samples of student work over time, enable one to: (1) get a broader, more in-depth look at what students know and can do; (2) base assessment on more "authentic" work; (3) have a supplement or alternative to report cards and standardized tests; and (4) have a better way to communicate about student progress to parents. Three common assessment uses of portfolios are: (1) certification of competence; (2) tracking growth over time; and (3) accountability. Strong portfolio systems are characterized by a clear vision of the student skills to be addressed, student involvement in selecting what goes into the portfolio, use of criteria to define quality performance and to provide a basis for communication, and self-reflection through which students share what they think and feel about their work, their learning environment, and themselves. (JBJ)

ED 388 891 CG 026 178

Act against Violence: Join the New Peace Movement. National Campaign To Reduce Youth Violence: A Guide to Action. Community Resource Guide.
SPONS. AGENCY- Thirteen WNET, New York, NY.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Community Action; Community Programs; *Conflict Resolution; Counseling; Counselors; Crime; *Crime Prevention; *Crisis Intervention; Curriculum; Delinquency; Elementary Secondary Education; Fear; Health Promotion; *High Risk Students; Homicide; Models; Peace; Prevention; Program Descriptions; Resource Materials; Victims of Crime; *Violence; Youth Problems; *Youth Programs

There were 2.7 million incidents of child abuse or neglect reported to authorities in one year. Between 1986 and 1992, the total number of children killed by firearms rose by 144 percent. A 1990 survey of inner-city young people in Baltimore found one in four teenagers had witnessed a murder and three in four knew someone who had been shot. What these statistics say of their abuse histories, attain emotional peace, and develop healthy relationships with others. This lesson explains the rationale, format, goals and themes for a specific model of short term group work. It is designed to provide a safe environment for clients to disclose their histories of sexual abuse as well as to process negative emotional fallout. As the client progresses through therapy, she or he will require the counselor's assurance that experiencing pent-up emotions and confronting the reality of personal vulnerability does not entail a loss of control. Eight themes (one for each week) progressively take the group members on a journey of self-exploration that puts them in touch with their self-esteem, emotions, communication styles, and means for conflict resolution. All aspects of the group are described from goals to client selection to descriptions of weekly meetings to termination. Contains 26 references, a short list of recommending reading, and 4 multiple-choice questions. (JBJ)

ED 388 912 CG 026 646

Benishek, Lois A.; Morrow, Susan L.
Positive Coping Strategies Developed by Survivors of Childhood Sexual Abuse.
PUB DATE- Jun 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Behavior Patterns; *Child Abuse; Children; Cognitive Processes; *Coping; Counseling; Counseling Techniques; Counselors; Life Events; Mental Health; Personality Traits; *Psychological Patterns; Psychotherapy; Sex Differences; Sexual Abuse; Stress Management; Therapy; Victims of Crime
IDENTIFIERS- *Adults Molested as Children

Estimates indicate that 1 in 4 women and 1 in 7 men have been sexually abused as children. These statistics may be underestimated based on anecdotal information relayed by many therapists who specialize in working with survivors of childhood sexual abuse. Effects of childhood sexual abuse have far reaching implications for the survivors' abilities to cope with both everyday stressors and more intense life events. General models of personality and coping styles provide a useful framework for understanding and promoting successful coping in survivors of childhood sexual abuse. One personality style is hardiness. Hardy persons are thought to withstand difficult life situations using a combination of three cognitive appraisal processes: control, commitment, and challenges. Resilience, a second style, is characterized by the ability to move beyond hardships. Coping styles that promote or impede a person's ability to manage life circumstances were examined. Three common themes were: meaning/commitment, control, and challenge. Coping and resilience are covered, with a focus on gender differences. Finally, implications for counseling and psychotherapy are presented. Contains 30 references. (JBJ)

ED 388 913 CG 026 647

Save Lives! Recommendations To Reduce Underage Access to Alcohol & Action Steps for Your Community. Update 1995.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 95
NOTE- 60p.

involvement strategies in school ATOD prevention programs. Contains 60 endnotes and a 49-item bibliography. (SR)

ED 388 932   CG 026 702

Brown, Kelly; And Others
The Relationship between Parenting Style and Maternal Employment in Families with Elementary School Students.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Behavior; Elementary Education; *Elementary School Students; *Employed Parents; *Family Environment; *Mothers; Parent Attitudes; *Parent Child Relationship; Parenting Skills; Parent Role; Questionnaires; Surveys; Unemployment

The relationship between maternal employment and maternal and paternal parenting styles is investigated in this study. Subjects included 117 two-parent families with elementary school children. Responses were obtained from 111 mothers and 24 fathers. The survey was conducted by a telephone interview lasting 10-15 minutes in duration. Questions concerned: (1) parental employment status; (2) spousal relationship; (3) parent-child relationship; (4) and parenting practices. Results showed that nonemployed mothers were most likely to have perceived high spousal support of their parenting. No significant differences were found between families with employed and unemployed mothers for frequency of children's baths, a specific parent preferred for comfort, or the number of breakfasts and dinners the family shared together. Few significant parenting styles emerged. Results suggested that in response to the child pushing another child, nonemployed mothers were more likely to use verbal interventions, whereas employed mothers were more likely to use behavioral and control interventions. Contains 11 references. (SR)

ED 388 933   CG 026 748

Sampson, James P., Jr.; Reardon, Robert C.
Computer-Assisted Career Guidance: General Issues Bibliography.
SPONS. AGENCY- Florida State Univ., Tallahassee.
PUB DATE- 12 Dec 94
NOTE- 24p.; For the September 1993 version, see ED 363 822.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Counseling; *Career Guidance; *Career Information Systems; *Career Planning; Computer Oriented Programs; *Computer Software Evaluation; Computer Software Selection; Computer Uses in Education; Elementary Secondary Education; Employment Counselors; Higher Education; *Job Search Methods
IDENTIFIERS- *Computer Assisted Career Guidance

This unannotated bibliography is intended to assist practitioners, researchers, policy makers, and system developers in identifying and locating sources of information on the design and use of computer-assisted career guidance (CACG) systems. The aim of this effort is to improve the availability and quality of career and educational services to children, adolescents, and adults. It contains citations that address a variety of topics including the role of the computer and the counselor in providing counseling and career planning

Reese); "Reading from the Rear View Mirror" (J. Veatch); "Reflection on Jeannette Veatch" (R. B. Cooter, Jr.); "My Experiences as a Literacy Education" (I. E. Aaron); "Reflection on Ira Aaron" (T. V. Rasinski); "The Freedom to Teach: A Glipmpse of Schooling and Reading Instruction in Today's Russia" (C. M. King and others); "Case Studies of Teacher Change from Conventional to Holistic Literacy Instruction" (M. A. Wuthrick); "Preservice Teacher's Perceptions of Portfolio Assessment in Reading/Language Arts Coursework" (M. T. Craig and A. G. Leavell); "Terminology: An Issue in Literacy Assessment" (C. Gillespie and others); "Writing Workshop: Is It a Reality in the Classroom?" (B. A. Illig and others); "Encouraging College Students to Meet the Adult Literacy Challenge" (J. S. Richardson); "Workplace Literacy Participants: What Impact Has GED Completion Had on Their Lives?" (S. B. Merlin); "The Effects of Perceptions of Failure and Test Instructions on Test Performance of Community College Students" (L. Maimon); "College Students' Perception of Effective and Ineffective Literature Instruction" (E. V. Newton); "Using Videodisc-Based Cases to Promote Preservice Teachers' Problem Solving and Mental Model Building" (V. J. Risko); "Field Experience Components in Secondary Content Reading Courses: A National Survey" (R. S. Johnson and S. D. Rinehart); "Literature Infusion: A Shot in the Arm for Elementary Methods Courses" (C. Briggs and T. K. Stiefer); "Using Portfolios to Enable Undergraduate Pre-Service Teachers to Construct Personal Theories of Literacy" (J. M. Wile); "Explorers of the Universe: A Pilot Case Study" (M. C. Alvarez and W. J. Rodriguez); "Children as Literacy Researchers" (L. C. Burkey and others); "Eighth-Grade Students' Use of Concept Circle Diagrams for Meaningful Learning from Science Text" (C. H. Nobles and B. C. Konopak); "How Parents Perceive Literacy Acquisition: A Cross-Cultural Study" (J. Anderson); "Parents' Perceptions of Young Children's Awareness of Environmental Print" (G. L. Shaffer and G. H. McNinch); "Home Literacy Environment and Young Children's Literacy Knowledge and Behavior" (J. Shapiro); "Fast Start: A Parental Involvement Reading Program for Primary Grade Students" (T. V. Rasinski); and "Listening to Learners: Dialogue Journals in a Family Literacy Program" (P. E. Linder and L. Elish-Piper). Most papers contain references. (NKA)

ED 388 953   CS 012 301

Roeber, Jane A.
Read from the Start: Early Literacy Activities and Resources for Librarians and Other Educators.
PUB DATE- May 95
NOTE- 148p.; Publication supported in part by Title I of the Library Services and Construction Act.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; Learning Activities; *Library Services; *Literacy; Parent Child Relationship; Program Descriptions; Program Development; Resource Materials
IDENTIFIERS- *Emergent Literacy; Library Services and Construction Act

A compilation of information drawn from Library Services and Construction Act (LSCA) grant applications and final evaluation reports submitted to the Wisconsin Division for Libraries and Community Learning, this book offers information that may be of classification of poster; (2) the classification of original message leavers versus those who reply; and (3) the frequency of messages posted by individuals. The research did not intend to provide statistically significant analysis but rather to serve as a descriptive snapshot of activity on this bulletin board at a particular time for purposes of later comparison and research. (Contains seven tables of data.) (TB)

ED 388 971 CS 215 099

VanderBilt, Deborah; Nicolay, Theresa
The Variable-Credit College Writing Course.
PUB DATE- Mar 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; Consultants; *Cooperative Learning; *Freshman Composition; Group Activities; Higher Education; Interdisciplinary Approach; *Peer Teaching; *Tutoring; *Writing Laboratories; *Writing Processes
IDENTIFIERS- Basic Writers; *Saint John Fisher College NY; Writing Contexts

The introductory writing course, English 101, at St. John Fisher College in Rochester, New York, has gone through several stages in the last decade, changing from a course emphasizing writing in the rhetorical modes to an issue-oriented interdisciplinary course, to, at the present time, a course focusing on the writing process and on collaborative learning. One of the changes recently implemented requires all students to take the same course, including both the gifted and remedial writers. The remedial writers--along with any students voluntarily taking part--sign up for a fourth credit, which they earn mainly through work with student and faculty tutors. The success of the college's variable-credit first-year composition course depends, in large part, on the college writing center, which, excluding the director, is staffed entirely by undergraduate peer consultants. Student consultants are particularly apt in moving between the academic discourse of college professors and the more colloquial language of their peers. These peer consultants serve as mediators between faculty and new students, both in the writing center and in the classroom, where they help to facilitate peer review and editing sessions. Further, writing center staff teach writing as a recursive process whereby students use a dialogical rather than linear thought process. Sondra Perl (1980) argues that recursive writers move back and forth among such writing activities as planning, generating, organizing, and editing. (TB)

ED 388 972 CS 215 100

Coleman, Toni; Soley, Lawrence
Bringing Multiculturalism to Journalism and Communication Programs.
PUB DATE- Aug 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- Class Activities; Foreign Countries; Higher
  Education; Literature Appreciation; *Poetry; *Reader Response;
  Secondary Education; Student Motivation; Writing Research
IDENTIFIERS- *Response to Literature

Educators can help students develop enthusiastic, committed readers who are mentally sharp by developing approaches to literature teaching that are based upon informed concepts of reading and response rather than upon conventional inherited ideas of comprehension and criticism. A study of how 15-year-old students responded to a poem indicated that the substance of the responses shared common elements; the strategies for reading and notetaking were markedly individual; and, as storytellers, the students became more deeply involved with the literature. At least three reasons exist which help to explain why reader response has replaced New Criticism's hegemony in literature teaching: it honors both the integrity of the text and of the reader; it reflects the contemporary concern for process as well as product; and it redefines the question of value. The question remains whether response-oriented practices are appropriate for work with second-language students. A series of classroom activities were set up for first-year students in a Danish university to engage them more fully in the process of response. These students found the verbal/visual combinations of the activities as engaging and accessible as had the students in the earlier study. Teaching methods based on reader-response approaches should engage and motivate students, trust the reader, trust the text, and regard the practice of critical evaluation. (Contains figures which illustrate students' responses to poems and 39 references.) (RS)

ED 388 990 CS 215 132

Michael, Ian
English as a Subject: Its Development over Four Centuries.
  Occasional Papers, 23.
PUB DATE- May 94
NOTE- 17p.; Paper presented at the Centre for Language in
  Education (Southampton, England, United Kingdom, May 11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120),Historical Materials (060),Speeches, Conference Papers,
  "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; *English Curriculum; Foreign
  Countries; Literacy; Literary Criticism; *Literature;
  *Rhetoric; Textbook Content; *Writing (Composition); *Writing
  Instruction
IDENTIFIERS- *England; Historical Background

This paper surveys the study of English in British schools from the 16th century to the present. The paper proceeds chronologically, using key terms operative in education at various times to structure discussion. In the 16th century a key term was "rhetoric," which concerns oral expression. "The Art and Craft of Rhetoric," is one of the oldest surviving textbooks, discussing, types of discourse--logical, demonstrative, deliberative, and judicial. By 1700, a key term was "expression"--verse writing in English was encouraged as a skill approved at the highest social levels; imitation and the use of stock expression was the dominant convention. By the middle of the 18th century, literature anthologies were common, as were spelling books and grammar textbooks, but from the middle of the 17th century to the middle of the 18th century it is hard to know how much attention was given to written expression, since no textbooks survive. During that same

Colleges; Group Dynamics; Higher Education; *Instructional Effectiveness; Introductory Courses; *Public Speaking; *Student Evaluation; Student Needs
IDENTIFIERS- Student Centered Assessment

The purpose of teaching speech is to give students enough basics and practice so they can become more confident and effective at the podium. Theory may be useful but there is no substitute for practice: students in a speech class taught at a community college gave six speeches during the semester, three of them solo speeches and two in groups. The process of making students into confident speakers begins with the instructor's getting to know each student and his or her fears, weaknesses or concerns. Students are then introduced to a system of speech preparation, outlined in a recently published book, "I Would Rather Be Audited by the IRS than Give a Speech." The instructor first talks about the PA system, which stands for "purpose" and "audience," both of which the speaker must be well aware. Then he introduces his "Popeye System," or POPI, which stands for preparation, organization, presentation, and improvement. All these areas are key to controlling anxiety. Most fears stem from not turning on the "PA system," and from lack of "preparation" and "organization" because the purpose and audience are not clear. A speaker cannot correctly present if the preparation and organization are haphazard. After the speeches are given, the instructor gives a grade for each element of the POPI system because some students are better at preparation and/or organization than presentation. Group exercises are enjoyable--a lesson in interpersonal communication. (Grid grade system is attached, as well as an outline of the course.) (TB)

ED 389 011 CS 509 068

Holm, Todd T.
A Dialogue on Monologues in Dramatic Interpretation.
PUB DATE- Nov 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Drama; Higher Education; *Monologs; *Oral Interpretation; *Persuasive Discourse; Poetry; Prose; *Student Development; *Student Educational Objectives
IDENTIFIERS- Interpretation Analysis (Debate)

It is a surprising fact that a student of speech can compete in prose, poetry, drama, and program oral interpretation without ever needing to develop two characters, without ever needing to establish two separate focal points in the same piece, and without ever learning to adapt to a new style of writing. This can be done if the student simply picks the right type of material. Free verse poetry and prose sound very similar. Monologues and soliloquies sound very similar to prose also. Part of the reason that so many performances appear to cross genre lines is because students watch what is being done in competition and then seek out pieces that emulate the qualities they see in winning performances. This develops trends, which become norms, which then become rules. Ballots often tell students they need to conform to the norm in an event or that the selection is not right for the competition. Another reason for the crossing of genre lines is that students take the path

PUB DATE- 20 Nov 95
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Attitude Measures; *Audience Response; *Behavioral Objectives; Media Research; *Public Health; *Radio; Surveys
IDENTIFIERS- Arkansas; *Community Needs; Gatekeeper Role; Message Responses; Missouri; Oklahoma; *Public Service Advertising; Texas

A pilot study surveyed radio broadcasters in Arkansas, Missouri, Oklahoma, and Texas to further an understanding of their role as gatekeepers for public service announcements (PSA) to educate audiences about AIDS and bring about "safe" behavior. A total of 300 stations were in the sample. Respondents were asked to provide information about their stations and their stations' use of HIV/AIDS PSAs. Most broadcasters reported using HIV/AIDS PSAs (76.1%). About one-third of broadcasters who reported not using the PSAs claimed they had never been offered any such announcements to broadcast. Most respondents agreed that HIV/AIDS is a significant national and local public health threat (almost 70% reported knowing someone with HIV or AIDS). Yet many broadcasters expressed reservations about the ability of PSAs to effect necessary behavioral change in the audience. Statistically significant differences were found between broadcasters who use PSAs and those who do not, in five areas which relate to message content and acceptance by audiences. (Contains 33 references; appendixes list stations for survey (by market) and provide a breakdown of how the survey instrument addressed the questions. Survey instrument is also attached.) (Author/NKA)

ED 389 031 CS 509 091

Chang, Shau-Ju
"He Ain't Alien, He's My Classmate": An Exercise Facilitating the Interaction between International and American Students in an Educational Context.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Cross Cultural Training; *Culture Contact; Foreign Students; Higher Education; Instructional Improvement; *Intercultural Communication; *Speech Communication; Undergraduate Students
IDENTIFIERS- *Communication Strategies; *Dialogic Communication

This paper introduces an exercise that aims to facilitate interaction between international and American students, arguing that the best place to facilitate such interaction is in an intercultural communication course. The exercise is primarily aimed at strengthening the abilities of American students, who possess greater host language proficiency and cultural literacy, to interact with their international peers. The exercise proposed in the paper consists of a panel of about

developed, planned, implemented, and evaluated over months 1-12 (milestones I), months 13-18 (milestones II), and months 19-36 (milestones III). The first part outlines structures, policies, and planning procedures for school-based change. The second part describes comprehensive interagency service-delivery models to support at-risk students and their families. The third part identifies programs to improve student achievement and models for instructional intervention. Finally, professional-development process models, including applications of technological innovation, are examined. The process was based on collaboration among school personnel, state and local agencies, business, and community-service agencies. A glossary is included. Appendices contain graphics that illustrate comprehensive service delivery, the Vision for Maryland Schools 2000, and the Maryland Middle Grade School State Policy Initiative. (LMI)

ED 389 050 EA 027 152

Robyn, Abby E.; Hanser, Lawrence M.
JROTC Career Academies' Guidebook.
SPONS. AGENCY- Office of the Secretary of Defense (DOD), Washington, DC.
PUB DATE- 95
NOTE- 36p.; Some materials from the "California Partnership Academies Handbook: A Guide To Success."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *Cooperative Education; Job Training; Labor Force Development; Leadership; Partnerships in Education; *Prevocational Education; School Business Relationship; Student Development; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Junior Reserve Officer Training Corps

This guidebook was designed as a planning aid for districts participating in the Junior Reserve Officers' Training Corps (JROTC) Career Academy Program, a partnership among the United States Department of Defense, the United States Department of Education, individual school districts, and the business community. The program personalizes instruction through schools-within-schools and provides leadership and vocational and academic training to at-risk youth. The program emphasizes high school graduation through academic instruction; critical skills development through a career-field focus; and citizenship, leadership, responsibility, values, and discipline through the JROTC course of instruction. Following the introduction, chapter 2 describes the academy model (its theoretical basis and overview) and chapter 3 discusses the roles of various participants. One table is included. The appendix contains an implementation timeline. A list of National Center for Research in Vocational Education publications is included. (Contains 10 references.) (LMI)

ED 389 051 EA 027 153

School Finance: Trends in U.S. Education Spending. Report to Congressional Requesters.
PUB DATE- Sep 95
NOTE- 57p.
LANGUAGE- English

questionnaire, and one scattergraph. (LMI)

ED 389 070 EA 027 177

Williams, Marium T.
The School As Center of Inquiry. An Action Research Project.
PUB DATE- Oct 95
NOTE- 37p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Williamsburg, VA, August 8-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Administrator Education; Collegiality; Educational Administration; *Effective Schools Research; Elementary Secondary Education; *Participatory Research; *School Effectiveness; Teacher Education
IDENTIFIERS- *Kentucky

This paper presents findings of an action-research study that examined the characteristics of schools in eastern Kentucky that were recognized as effective by the State Department of Education. Eighteen students who were in an educational leadership class at Morehead State University, and who held teaching or administrative positions in Kentucky public schools, conducted interviews with 63 educators from 20 effective schools. The study utilized a constructivist approach described by Egon Guba (1989)--a hermeneutic dialectic process that allows interaction between the people being studied and those conducting the study. Specifically, the study looked at the status of academics, teacher collaboration, school-based decision making, and discipline in the schools. Data indicate that the schools fit the profile described in effective-schools literature. The majority of the schools were rural and elementary and served economically disadvantaged students. They also featured small classes and an average student body of 190 students. Findings indicate that goal congruence was the greatest predictor of school success, and that effective schools were perceived as workplaces that provided autonomy and involvement in educational decisions. Suggestions for improving future course action-research projects are offered. Five tables are included. (Contains 17 references.) (LMI)

ED 389 071 EA 027 178

Federal Tax Rules Relating to Benefit Plans for Public Education Employees. A Resource Guide.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compensation (Remuneration); *Compliance (Legal); Elementary Secondary Education; Employee Assistance Programs; *Fringe Benefits; Health Insurance; *Retirement Benefits; Tax Deductions; Taxes; *Teacher Employment Benefits

This update of a report originally issued in 1990 provides an overview of the federal tax rules as they pertain to different types of employee-benefit plans that are available to members of the National Education Association (NEA) through their employers. The report is based on the law in effect as of

DESCRIPTORS- *Academic Achievement; *Curriculum Enrichment; Educational Innovation; *Federal Legislation; Program Effectiveness; *School Effectiveness; *Secondary Education; *Secondary School Students; Student Needs

Three federal initiatives--Title I of the Elementary and Secondary Education Act (ESEA), the Goals 2000: Educate America Act, and the School-to-Work Opportunities Act--are working together to assist secondary schools in meeting current challenges. This pamphlet describes a two-volume book that presents a mix of research-based ideas and promising approaches to secondary schooling. The first volume describes a variety of promising practices and principles for reform supported by current research. Volume 2 illustrates how some secondary schools have successfully put to work the principles of good practice. The innovative efforts suggest ways in which new federal initiatives can together support secondary schools' efforts to raise their students' academic-achievement levels. The programs incorporate the following principles: (1) strengthening and enriching the secondary school curriculum; (2) adapting organizations to increase learning; (3) linking schooling to the future; (4) creating networks of support for students; and (5) providing resources for improvement. (LMI)

ED 389 091 EA 027 207

Raising the Educational Achievement of Secondary School Students: An Idea Book. Volume 1, Summary of Promising Practices.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 93p.; For Volume 2, see EA 027 208. For summarizing brochure, see EA 027 206.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Career Guidance; *Curriculum Enrichment; Educational Innovation; Educational Research; *Federal Legislation; Program Effectiveness; *School Effectiveness; School Restructuring; *Secondary Education; *Secondary School Students; Student Needs

New provisions in Title I, the federal government's largest elementary and secondary school program, encourage greater use of funds in high-poverty secondary schools. This handbook is the first of a two-volume series designed to support the implementation of the new Title I legislation. The volume describes an array of promising practices and principles for reform supported by current research in five interconnected program areas. It suggests ways in which Title I can be used effectively at the high-school level to achieve better results for disadvantaged students. The programs incorporate the following principles: (1) strengthening and enriching the secondary school curriculum; (2) adapting organizations to increase learning; (3) linking schooling to the future; (4) creating networks of support for students; and (5) providing resources for improvement. (Contains 107 references.) (LMI)

ED 389 092 EA 027 208

Raising the Educational Achievement of Secondary School Students: An Idea Book. Volume 2, Profiles of Promising Practices.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advocacy; Compliance (Legal); Data Analysis; Educational Legislation; Educational Quality; Educational Trends; Elementary Secondary Education; Federal Legislation; Government Role; *Inclusive Schools; Mainstreaming; *Mental Retardation; State Programs; *Student Placement; *Trend Analysis
IDENTIFIERS- *Arc (Association for Retarded Citizens); Individuals with Disabilities Education Act

This report evaluates progress in including children with mental retardation in integrated educational environments and provides detailed tables providing state-by-state comparisons. A prologue by the executive director of The Arc, a national organization on mental retardation, notes that, for children with mental retardation, placement in segregated educational environments continues to be the rule of the land, with only 7.1 percent of such children receiving their education in regular classrooms during 1992-93, up only slightly from the 6.7 percent reported during 1989-90. A large discrepancy between integration data for children with other disabilities and children with mental retardation is noted. Vermont is presented as an example of the successful implementation of inclusion of children with mental retardation. Concerns of The Arc regarding reauthorization of the Individuals with Disabilities Education Act are noted, such as proposals regarding easing of requirements to educate all children and elimination of categorization of disability. The main body of the report has sections which address: principles of inclusion in education affirmed by The Arc; benefits of inclusion; educational environments of children with mental retardation; national changes in educational placements; state-by-state comparison of the use of regular classroom placements; changes in the use of regular classrooms; state comparison of combined regular class and resource room placement; state comparison of overall use of inclusive settings for children with mental retardation; "report card grades" for each state; an overview of findings; limitations of the data; the quality of education received by children with mental retardation; and renewal of The Arc's call to action by the federal government, state governments, local school systems, and chapters of The Arc. (Contains 15 references.) (DB)

ED 389 111 EC 304 396

Ahearn, Eileen M.
School-Linked Services in K-12 Systems: An Annotated Resource List. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 3 Nov 95
NOTE- 111p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Agency Cooperation; Cooperative Programs; *Disabilities; Elementary Secondary Education; *Human Services; *Integrated Services; Program Development; Program Evaluation; Social Services

This document is designed to be a resource for individuals and agencies concerned with the topic of linkages between education and human services. It begins with an overview of the topic of school-linked services, including background information and

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; *Disabilities; Educational Improvement; Educational Legislation; *Educational Objectives; *Educational Policy; Elementary Secondary Education; *Federal Legislation; Public Policy
IDENTIFIERS- *Goals 2000

Highlights of Public Law 103-227 (Goals 2000: Educate America Act) are presented. Contents include: a summary of how this Act will provide a framework for meeting the national education goals for all students, including those with disabilities; selected definitions of terms used in the legislation; and objectives of the eight national education goals, which comprise Title I of the Act. Summary information also is provided on provisions of the other titles of the legislation, as follows: National Education Reform, Leadership, Standards, and Assessments (Title II); State and Local Education Systemic Improvement (Title III); Parental Assistance (Title IV); National Skill Standards Board (Title V); International Education Program (Title VI); Safe Schools (Title VII); Minority-Focused Civics Education (Title VIII); Educational Research and Improvement (Title IX); and Miscellaneous Provisions (Title X). Additional tips are provided concerning standards for teaching and learning and opportunity-to-learn standards. (SW)

ED 389 131 EC 304 417

Stokeld, Cheryl L.
The Adult Sequelae of a Childhood Diagnosis of Attention-Deficit/Hyperactivity Disorder: A Review of the Literature for the Past Decade.
PUB DATE- May 95
NOTE- 50p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adjustment (to Environment); Adults; Alcohol Abuse; *Antisocial Behavior; *Attention Deficit Disorders; Clinical Diagnosis; Drug Abuse; *Hyperactivity; *Incidence; Mental Disorders; Multiple Disabilities; Psychiatry; Psychopathology; Research Methodology; *Substance Abuse

This paper reviews literature on the adult outcomes for children diagnosed with attention deficit/hyperactivity disorder (AD/HD). It critiques methodological issues, including diagnostic definitions, research designs, sample characteristics, and assessment instruments. It examines the relationship of AD/HD to a variety of adult disorders and pathology, including: (1) impaired lifestyle functioning (continuance of AD/HD symptomology and educational or occupational problems); (2) substance abuse (alcohol and drugs); (3) social pathology (antisocial behavior, criminality, and pathological gambling); and (4) psychiatric symptoms (mood disorders, anxiety disorders, and antisocial personality disorder). The paper concludes that some individuals diagnosed with AD/HD in childhood continue to experience the full or partial syndrome in adulthood, tend to have lower educational and occupational status, have an increased risk for alcohol and substance abuse, and appear to be at greater risk for psychopathology. In particular, there seems to be a link between AD/HD in childhood and antisocial personality disorder in adulthood. (Contains 49 references.)

previously reported figures; data from a California database suggest an average annual attrition rate of 24.2 percent for special educators, however the 6 districts in this study had only a 9.1 percent average attrition rate; the mean age of leavers in the studies ranged from 36 to 39 years; most leavers who remained in their districts transferred to general education teaching positions; and most leavers who left their districts either retired or continued teaching special education. Attached exhibits present details of the findings for each of the six school districts involved in the studies. (DB)

ED 389 149   EC 304 436

Gersten, Russell; And Others
Working Conditions: Job Design. Working Paper #4.
PUB DATE- 26 May 95
NOTE- 14p.; In: National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention and Attrition (Washington, DC, May 25-26, 1995); see EC 304 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Job Development; *Job Satisfaction; Professional Autonomy; *Quality of Working Life; Regular and Special Education Relationship; Role Perception; *Special Education Teachers; Stress Variables; *Teacher Attitudes; Teacher Morale; Teacher Role; Urban Education

This summary report presents an integration of findings on teachers' perceptions of their working conditions, based on survey and interview data from special educators in six large urban school districts. Emphasis is on perceptions of problems related to job design, the highly interrelated set of structures, systems, and processes intended to support major work objectives. Major findings include: (1) perceived role conflicts and difficulties prioritizing their many diverse responsibilities; (2) a sense of role overload and increasing work challenges further intensified by shortages of resources; (3) a sense of weakened autonomy regarding their professional judgment; and (4) difficulties relating to the larger school culture and collaboration with general educators. This combination of factors is seen to lead to high levels of stress, worsening feelings about the ability to teach effectively, and, in some cases, lower commitment to the field. Recommendations resulting from the study include: increase the information flow from central offices to special education teachers at school sites; provide more relevant professional development opportunities; and provide more opportunities for meaningful shared decision-making. The body of the report addresses each of the four identified areas of difficulty and includes quotations from teachers interviewed. (DB)

ED 389 150   EC 304 437

Billingsley, Bonnie; And Others
Working Conditions: Administrator Support. Working Paper #5.
PUB DATE- 26 May 95
NOTE- 16p.; In: National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention and Attrition (Washington, DC, May 25-26, 1995); see EC 304 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- *English (Second Language); Foreign Countries; *Instructional Effectiveness; *Instructional Innovation; Language Teachers; Models; Program Development; *Second Language Instruction; Teacher Education

During the last 40 years, there has been a great number of innovations in English Language Teaching (ELT). The method by which these innovations have been diffused in many parts of the world has been through the project approach. This paper explores the suitability and effectiveness of this approach as a model for the diffusion of ELT innovation, using Havelock's three models of innovation, Fullan's process approach, and Henrichsen's link model. It proposes a change of emphasis within project design, implementation, and evaluation to empower the insider, and suggests ways in which this might be achieved. The creation of insider-generated project documents should help to establish a databank for research and development into the diffusion of ELT innovation, which would hopefully lead to new innovation. A historical review of ELT since the 1950s is included. (Contains 14 references.) (Author/NAV)

ED 389 168 FL 023 349

Lam, Wendy Y. K.
Investigating the Oral Fluency of 15 EFL Teachers: A Quantitative Approach Revisited.
PUB DATE- Dec 94
NOTE- 23p.; Paper presented at the International Language in Education Conference (Hong Kong, December 16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Language Fluency; *Language Teachers; *Oral Language; Secondary School Teachers; Second Language Instruction; Statistical Analysis; *Teacher Education

This report describes a research study designed to adopt a predominantly quantitative approach to investigating three related aspects of oral fluency: fluency improvement, correlation between subjective judgments and objective counts, and variation of fluency in different speech interactions. Subjects were 15 English as a foreign language (EFL) secondary school teachers before and after a 20-week, full-time, in-service course. Variables measured were pruned words per minute, number of filled pauses per T unit, and percentage of T units followed by a pause as suggested by P. Lennon (1990). Fluency under two different speech contexts was also observed. Findings confirm that the three quantitative parameters were not sufficient to track progress in oral fluency that may have reached a ceiling effect, that speech rate was a powerful predictor for verbal fluency and is possibly a core component of fluency, and that speech rate did vary in the reporting and interview tasks. (Contains 12 references and 3 tables) (Author/NAV)

ED 389 169 FL 023 350

Winer, Lise
Tarzan Learns To Read, and Other Literary Language Lessons.
PUB DATE- Mar 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (Long Beach, CA, March 25-28, 1995).

Curriculum of England and Wales, it is concluded that notable advances have been made in some areas, particularly better funding and improved academic standards, increased use of the target language in the classroom, interest in language learning processes, integration of languages within the general curriculum, and better language teaching in special education. Inservice teacher education and teacher assessment persist as areas of concern. (MSE)

ED 389 189 FL 023 396

Hawkins, Eric
Jan Komensky--The Teacher of Nations. Occasional Papers, 18.
PUB DATE- Jan 94
NOTE- 20p.; Inaugural speech for the Southampton Comenius Centre (Southampton, England, United Kingdom, December 4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Biographies; Change Strategies; College Role; *Educational Change; Educational History; *Educational Philosophy; *Educational Research; Epistemology; Equal Education; Foreign Countries; *Higher Education; Language Role; Parent Role; Second Language Instruction; *Second Languages; Womens Education
IDENTIFIERS- *Comenius (Johann Amos); *Europe

The speech, given to commemorate the tercentenary of the visit of Jan Komensky (Johann Amos Comenius--the latinised form of his name) to England, outlines the educational reforms suggested by him and chronicles his life. Komeny, born in 1652 in southeast Moravia, was personally affected throughout his life by war and disease and traveled about Europe, writing profusely about education. Komeny was interested in acquisition of native and second languages, and was a pioneer in insisting on the importance of early second language instruction. Another area of concern for him was the state of higher education, which then took as its purpose the transmitting of existing knowledge, not creation or questioning of it. He made plans for a Universal College, more diverse in composition than any other, which would enable scholars to experiment freely and exchange discoveries across national frontiers. Among his ideas about education were also these: equality of opportunity for children; equal opportunities for women; education beginning at birth; need for education for parenthood; and a number of current approaches to second language teaching and learning, including use of visual aids, direct association of language and referent, functional vocabulary, and use of concrete examples rather than abstract rules. A 25-item bibliography is included. (MSE)

ED 389 190 FL 023 397

Mitchell, Rosamond; And Others
"Knowledge about Language," Language Learning, and the National Curriculum. Final Report. Occasional Papers, 19.
PUB DATE- Jan 94
NOTE- 27p.; For a related paper, see FL 023 399.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; English; Foreign Countries; Knowledge Level; Language Research; *Language Role; Secondary

PUB DATE- 23 May 95
NOTE- 18p.; Paper presented at the Malaysian English Language Teaching Association Biennial International Conference (Petaling Jaya, Malaysia, May 23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Communication; Business Education; *English (Second Language); Foreign Countries; Graduate Study; Higher Education; *International Trade; Office Occupations Education; *Peer Evaluation; Reading Comprehension; Simulation; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Taiwan

This article reviews the development of interactive business letters as a form of peer review of writing, presents the activities's general operation, and discusses its benefits by presenting examples of actual student peer reviews from the International Trade Institute graduate school in Taiwan. Rather than have students read and critique each other's work using peer review sheets, this English-as-a-Foreign-Language (EFL) teacher in Taiwan had students assume the roles of players actively involved in a written, business negotiation. Throughout the game, the teacher would read, respond to, and evaluate the correspondence to balance peer responses with instructor feedback. Results revealed that student interactive letters injected a strong element of realism into the peer review process; that students received peer feedback from at least two readers; and that, because of the international student body at the school, students were exposed to different cultural interpretations of their written letters. By using the game approach, students received feedback on their writing through unpredictable, real-world social interaction rather than uninterested, obligatory student peer reviews. (Contains 12 references.) (Author/NAV)

ED 389 211 FL 023 418

Warschauer, Mark
E-Mail for English Teaching: Bringing the Internet and Computer Learning Networks into the Language Classroom.
PUB DATE- 95
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Electronic Mail; *English (Second Language); Language Teachers; Second Language Instruction; *Telecommunications
IDENTIFIERS- *Internet; World Wide Web

This book is designed to provide essential information for English teachers to begin using electronic mail (e-mail) and the Internet as tools for teaching English, as well as for Internet veterans, to take a look at new approaches and ideas. It includes ways that teachers can use the Internet for their own research and communication and a myriad of ways that teachers can involve students in using e-mail and new tools like MOOs and the World Wide Web. Throughout, the book highlights pedagogical factors for teachers to consider when bringing students into collaborative groups referred to as computer learning networks. Chapter 1 explains what e-mail is and how to use it; chapter 2 introduces ways teachers can use e-

ED 388 763 CE 070 128

Youth Training.
PUB DATE- 6 Sep 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Apprenticeships; *Associate Degrees; Educational Needs; Education Work Relationship; Employment Opportunities; *Federal Programs; *Government Role; Job Training; *Machinists; *Nurses; Nursing Education; Postsecondary Education; *Skilled Occupations; Technical Education

A descriptive study was made of the roles of training and federal programs in helping youths gain employment in selected high-wage occupations that do not require a four-year college degree. Interviews conducted with federal agency officials and industry representatives found little hard data but elicited officials' views on this issue. The study noted that although about 87 percent of U.S. youth complete high school, only 24 percent complete a four-year college degree by age 34. However, post-high school training is needed for a number of well-paying technical jobs. Six of these occupations were examined in the study: machinists, drafters, electrical and electronic technicians, registered nurses, radiologic technologists, and paralegals. The study found that there are various training paths to these occupations: a four-year bachelor's degree, an associate (two-year) degree, tech-prep programs, technical institutes, apprenticeships, and on-the-job training. For most of these occupations, the two-year associate degree programs were the most common paths, although this varied among the occupations and in different parts of the country. Barriers to students being trained in these occupations included the following: parental resistance, unwillingness of youths to relocate for training, determining relevance of training to later employment, and prevalence of four-year degree job applicants who might be selected ahead of two-year applicants depending on the job market. Financial aid did not appear to be a problem. The study summarized the role of several federal programs (Pell Grants, the Federal Family Education Loan Program, Vocational Education---Basic Grants to States, and the Job Training Partnership Act and Job Opportunities and Basic Skills Training) programs in providing financial aid for students to train in skilled occupations. (KC)

ED 388 764 CE 070 130

Walters, Jonathan
Paths to Performance: A Seven State Focus. State Challenge Grant Conferences on Strategies for Change.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Florence and John Schumann Foundation, Montclair, NJ.; Ford Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 52p.; Conducted for the National Commission on the State and Local Public Service.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Career Development; Career Education; *Change Strategies; Conferences; Educational Opportunities; Employment Practices; Financial Support;

benefits for the six companies included the following: increased self-esteem; a better informed, more participatory employee; improved communication skills; increased occupational mobility and career opportunity; and improved employee and work site safety records. Results of a student survey strongly supported employees' satisfaction with a work-based education program geared for their needs. (Appendixes and attachments include a third-party evaluation, curriculum overview, course outlines, sample training schedule, surveys, and four DACUM charts.) (YLB)

ED 388 781 CE 070 165

Lewandowski, Carol
Advanced English as a Second Language for Manufacturing. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 97p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Competency Based Education; Critical Thinking; Curriculum Guides; *English (Second Language); *Grammar; Instructional Materials; Job Skills; Labor Force Development; Language Skills; Learning Activities; *Literacy Education; Second Language Instruction; Student Evaluation
IDENTIFIERS- *Workplace Literacy

This workplace skills training course in English as a Second Language (ESL) identifies English problems for nonnative speakers and encourages students to practice speaking, writing, listening, and reading skills using company literature. Introductory material includes course description, objectives, topical outline, and evaluation. The course consists of 13 sessions, each of which has these components: objectives, topics, methods, evaluation, materials list, and information sheets and handouts. Pre- and post-class exercises are found at the end of the materials. Topics covered in the sessions include the following: grammar skills (simple past tense, present perfect, past perfect; present real conditionals, past real conditionals, past unreal conditionals; causative and permissive; negatives; use of some/any to avoid double negative); role plays (asking for instructions, giving instructions, reporting incidents in the workplace, expressing conditional statements); job focus (work vocabulary; work literature; company maps, material lists, Material Safety Data Sheets); and analytical skills (steps to problem solving, organizational skills, ability to discriminate among parts). (YLB)

ED 388 782 CE 070 166

Lewandowski, Carol
Business Memo Writing. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 68p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.

are Johnsonville Foods, Harley-Davidson, Motorola, Corning, AT&T, and Fed Ex. Sullivan Elementary School in Tallahassee (Florida) has applied LO quality principles to transform itself. Despite theoretical support and some real-life examples, some critics claim the learning organization is a myth, not a reality. Some cite a lack of critical analysis of the theoretical framework of the LO. They suggest that few studies support the relationship between individual and organizational learning. Another critic sees the primary purpose of most organizations as the production of goods and services, not the acquisition of knowledge/learning. Schools that have been evaluated along Senge's five disciplines have also been found lacking. Barriers that prevent the LO from becoming a reality include the following: lack of effective leaders, the inability to recognize and change existing mental models, learned helplessness, tunnel vision, truncated learning, individualism, and a culture of disrespect and fear. The LO may best thought of as a journey, not a destination; a philosophy, not a program. (Contains 19 references.) (YLB)

ED 388 803   CE 070 192

Cruzada, Elizabeth, Ed.
Education for Women's Empowerment in Asia and South Pacific.
PUB DATE- Sep 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; *Developing Nations; *Educational Change; Educational Development; Females; Foreign Countries; Literacy Education; Nonformal Education; Program Development; *Womens Education
IDENTIFIERS- *Asia Pacific Region; *Empowerment

This issue contains an editorial, "Empowering Women through Education" (Elizabeth Cruzada), and eight articles. "Women and Education" (Swarna Jayaweera) presents the status of women and girls' education in Asia vis-a-vis the goals set in the Nairobi Forward Looking Strategies. "Education Reforms and Development of Chinese Minority Women" (Zhen Yushun) describes the present situation, the existing problems, and the current reforms. "Strengthen Adult Education to Promote Women's Development" (Jia Xiuzon) discusses the measures the Chinese government has taken to develop women's adult education. "Women and Education in Guangdong Province" (Zhang Yi Ni) introduces the efforts of the Guangdong Provincial Federation of Women and the difficulties being faced by Guangdong women in education. "Women's Literacy and Empowerment" (Anita Dighe) shows literacy's role in raising the consciousness of village women who spearheaded an anti-arrack (liquor) agitation. "Nonformal Education and Women's Empowerment: Perspective on South Pacific Praxis" (Adele Jones) discusses findings of a project that examined the extent to which nonformal education programs for women in the Caribbean and South Pacific contributed to their empowerment. "Education Work among Urban Poor Women" (Perla Bunda) describes the development of a national federation of urban poor women's organizations in the Philippines. "Popular Education for Women's Empowerment" (Judy Taguiwalo, Carol Anonuevo) describes the historical background, Filipino educational program, and problems and constraints. (YLB)

ED 388 804   CE 070 198

ED 388 820 CE 070 215

Assisting At-Risk Populations. Learning Guide 11. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 69p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Behavioral Objectives; Competency Based Education; *Consumer Education; *Dropouts; Economically Disadvantaged; *Helping Relationship; *Home Economics; *Homeless People; Homemaking Skills; Instructional Materials; Intervention; Learning Activities; Out of School Youth; Problem Solving; Self Esteem; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Illinois

This learning guide on assisting at-risk populations is part of a series of learning guides developed for competency-based adult consumer and homemaking education programs in community colleges, adult education centers, community centers, and the workplace. Focus is on the connections among personal, family, and job responsibilities so that these aspects of living will complement each other. Introductory material includes general guidelines/check list for users with key to symbols used to designate enhancement activities and general comments on assisting at-risk populations. The guide is divided into two parts that deal with the at-risk populations of dropouts and homeless persons. Competencies are identified for each part with a set of outcomes, definitions, key ideas, facilitator strategies, and learner activities. Supplementary and resource aids are listed at the end of the sections. Three competencies are addressed for dropouts: analyze reasons for dropping out of school; identify constructive ways to reinforce self esteem; and identify sources of assistance for achieving personal goals. Seventeen supplements contain information and activity sheets on the following: potential dropouts, reasons for dropping out, self-confidence, self-esteem, goal setting, and resources. This section contains 21 references. Four competencies related to the homeless are addressed: explain the circumstances which contribute to homelessness; identify problems resulting from homelessness and ways these might be resolved; describe ways in which homeless persons may seek to satisfy their human needs; and determine available sources of help for individuals and families facing homelessness. Twelve supplements include information and activity sheets on the following: housing crises, interpersonal crises, danger signals of becoming homeless, poverty, empathy, and government, community, and local sources of help. This section lists 27 references. (YLB)

ED 388 821 CE 070 216

Understanding the Impact of New Technology on Life and Work. Learning Guide 12. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 61p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. The following competencies are addressed in the dropout section: analyze reasons for dropping out of school, identify constructive ways to reinforce self-esteem, and identify sources of assistance for achieving personal goals. Seventeen supplements contain information and activity sheets on the following: dropout characteristics, reasons for dropping out, self-esteem, psychological needs, confidence, understanding others, and dropout agencies. A bibliography contains 23 items. The homeless section addresses these competencies: explain the circumstances contributing to homelessness; identify problems resulting from homelessness and possible solutions; describe ways homeless persons may seek to satisfy their human needs; and determine available sources of help for individuals and families facing homelessness. Twelve supplements contain information and activity sheets on the following: housing crises, spouse/partner abuse, poverty, satisfying human needs, empathy, and government sources of help. A bibliography contains 28 items. (MN)

ED 388 837 CE 070 232

Understanding the Impact of New Technology on Life and Work. Secondary Learning Guide 12. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 71p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); Behavioral Objectives; Check Lists; Competence; *Competency Based Education; *Family Life Education; *Futures (of Society); Home Economics; Learning Activities; *Science and Society; Secondary Education; Teaching Guides; *Technological Advancement; Technology Education
IDENTIFIERS- Illinois

This competency-based secondary learning guide on understanding the impact of new technology is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. The following competencies are addressed: explain the evolution of technology as a means through which needs and wants are satisfied; identify current and expected developments in technology for selected areas of life (including business management, communication, consumer services, education, entertainment, financial management, household operation, industrial production, law enforcement, recreation, and transportation);

NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); *Adult Students; *College Environment; College Students; *Educational Games; Higher Education; *Nontraditional Students; Records (Forms); Role Playing; *Simulation

This document contains the materials required to play a gaming simulation titled "Night Rehearsal" that is designed to familiarize both nontraditional college students and college personnel with some of the challenges facing nontraditional students entering college. Presented first are a brief discussion of some of the barriers typically encountered by nontraditional students and five references on the topic. Next, an overview lists the rules of the simulation, which requires 2-3 hours and which is designed for 15-30 players. The remainder of the document contains the following materials about/for the simulation: conceptual frame, features relationship map, main characteristics representation grid, game materials list, background scenario, floor arrangement, rules and procedures, role play cards, forms, tests, chance cards, cumulative record, efficiency cards, name cards, diploma template, and answers to test questions. (MN)

ED 388 856 CE 070 273

Lawver, David; And Others
Authentic Assessment for Occupational Competency for Career and Technology Education. Final Report (Year One).
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 94
NOTE- 171p.; For the second year report, see CE 070 274.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agricultural Education; *Career Education; *Child Care Occupations; *Competence; Competency Based Education; Delphi Technique; *Employment Qualifications; Evaluation Methods; Floriculture; Horticulture; Landscaping; Literature Reviews; Nurseries (Horticulture); *Off Farm Agricultural Occupations; Postsecondary Education; Program Development; Program Validation; Questionnaires; Records (Forms); Secondary Education; Statewide Planning; Student Evaluation; Tables (Data); *Technology Education
IDENTIFIERS- *Authentic Assessment; Texas

A project was conducted to identify outcomes and procedures for measuring the occupational competency of students completing a coherent sequence of courses in career and technology education (C&TE) programs throughout Texas. Phase 1 of the project focused on horticulture/floriculture/landscaping and child care occupations. The major activities of phase 1 were as follows: comprehensive review of literature about workplace competencies in the two study occupations that have been developed by other states; telephone survey of offices of education in other states to identify competencies currently being used in C&TE and to determine how the competencies were established and validated; identification of occupational competencies based on a review of the literature review, telephone survey results, existing occupational competencies lists, and the competencies identified in the Secretary's Commission on Achieving Necessary Skills report; and validation of the identified exit-level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic competencies in communication, mathematics, and science that all students should master; and a specific list of academic competencies needed for commercial art. (KC)

ED 388 873 CE 070 291

Criminal Justice. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 60p.; For other related profiles, see CE 070 281-294.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Development; *Competence; Competency Based Education; *Employment Potential; Entry Workers; *Job Skills; *Law Enforcement; *Occupational Information; *Police; Postsecondary Education; Secondary Education; Security Personnel
IDENTIFIERS- *Criminal Justice; DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives from Ohio. This OCAP identifies the occupational, academic, and employability skills (competencies) needed to enter criminal justice occupations. The competencies are clustered into 13 units that cover the following topics: orientation; legal aspects; communication skills; human relations skills; occupational and health safety; defensive tactics; patrol; investigation; traffic enforcement; civil emergencies; prisoner booking and handling; private security; and specialized units. In addition, employability competencies are grouped into 12 units: career development; decision making and problem solving; work ethic; job-seeking skills; job retention and career advancement skills; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items, core items essential for entry-level employment, and items needed to advance in criminal justice occupations. The OCAP guide also contains an academic job profile based on the Work Keys system that identifies the level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic competencies in communication, mathematics, and science that all students should master; and a specific list of academic competencies needed for criminal justice occupations. (KC)

ED 388 874 CE 070 292

Electronics. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 76p.; For other related profiles, see CE 070 281-294.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

is that American young people are being killed and maimed in record numbers. This guide was developed in conjunction with the National Campaign to Reduce Youth Violence. Designed to encourage involvement in preventing youth violence, the following topics are covered: (1) "Models that Work" describes two community based programs and two school-based programs, highlighting key elements and approaches; (2) "Curricula to Prevent or Reduce Violence" is a guide to some of the most widely used curricula for reducing youth violence; (3) "Moving beyond Fear: A Framework for Action" provides steps for getting involved in community-based violence reduction programs; (4) "Initiatives" describes programs to reduce violence with addresses and phone numbers; and (5) "Resources" lists names, addresses, and descriptions of selected national and local organizations that provide information, materials, or other resources on violence prevention. (JBJ)

ED 388 892 CG 026 202

McDonough, Stephen L.
Adolescent Health in North Dakota: Findings of the 1992 Youth Risk Behavior Survey. Summary.
PUB DATE- Mar 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Behavior Problems; Dental Health; Drug Use; *Health; High Schools; High School Students; Nutrition; Physical Fitness; Questionnaires; *Safety; Sexuality; Substance Abuse; Suicide; Surveys
IDENTIFIERS- *North Dakota; *North Dakota Youth Survey

An anonymous survey of health and sexual behavior statistics from adolescents in North Dakota is presented in this document. Seventeen thousand students from North Dakota schools in grades 9-12 participated in the survey. Survey questions were taken from the following categories: (1) safety; (2) suicide; (3) tobacco, alcohol and other drugs; (4) sexual behavior; (5) nutrition; (6) dental health; and (7) physical fitness. Major findings were: (1) North Dakota students are more likely to drink alcohol heavily and use smokeless tobacco excessively and are less likely to take safety precautions; (2) North Dakota students are less likely to have sexual intercourse, more likely to use condoms and less likely to become involved in physical fights; and (3) North Dakota Students are more likely to participate in school physical fitness activities. A copy of the survey as well as tables indicating how North Dakota Student responses compared to the national average are included in the document. (SR)

ED 388 893 CG 026 235

Morrow, Jim M.
Revision, Validation, and Follow-Up of Admissions Standards in Counselor Education.
PUB DATE- 30 Oct 93
NOTE- 5p.; Paper presented at the Southern Association for Counselor Education and Supervision Convention (Charleston, SC, October 30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; Antisocial Behavior; At Risk Persons; Crime Prevention; Crisis Intervention; Delinquency; *Drinking; *Driving While Intoxicated; High Risk Students; Policy Formation; *Position Papers; Prevention; Resource Materials; Secondary Education; *Social Action; Social Influences; Youth Problems

Each year thousands of young people are killed and injured in alcohol-related crashes. In 1992, Join Together, convened a national policy panel on underage drinking in direct response to communities' demands for action. This document is a product of the panel's findings. Section 1, Recommendations to Reduce Underage Access to Alcohol, made five recommendations: (1) It should be illegal for individuals under age 21 to drive with any measurable amount of alcohol in their bodies; (2) There should be a 5-cent per-drink increase on the current federal excise tax on all alcoholic beverages; (3) All retail outlets and private individuals should be held liable for negligently providing alcohol to a minor; (4) Each television, radio, and cable operator who runs advertisements promoting alcoholic beverages should be required to provide equal time for counter advertisements about the health risks associated with alcohol consumption; and (5) Local government officials and community coalitions around the country should systematically assess teen access to alcohol in their communities and examine ways to reduce this access. Section II, Action Steps for Your Community, covers building community support and strategies to reduce underage access to alcohol. Contains 75 references and lists of panel participants, general resources, and publications. (JBJ)

ED 388 914 CG 026 652

Mee, Cynthia S.; And Others
Middle School Voices on Gender Identity.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Disabilities; Equal Education; Intermediate Grades; Junior High Schools; *Middle Schools; Qualitative Research; Questionnaires; *Self Concept; Self Esteem; Sex Bias; *Sex Differences; Sex Discrimination; Sex Role; *Sex Stereotypes; Sexual Identity
IDENTIFIERS- Middle School Students

This digest includes several articles relating to perceived gender differences among early adolescents. "Middle School Voices on Gender Identity" (Cynthia Mee) describes a study in which 2,000 middle school students in grades five through eight were interviewed with a 52-item open-ended questionnaire. Three statements from the questionnaire were the focus: The best thing about my gender, the worst thing about my gender, and the biggest difference between the sexes. Both boys and girls thought that boys can do more, are viewed as better, have different expectations, and have different restrictions. Boys services, the implementation process, research and evaluation issues, and comparative descriptions of two or more systems. Examples of topics covered are: directory of state-based career information delivery systems; use of computer-assisted career guidance systems with adults at work; fostering international communication in educational and vocational guidance; summary of career information systems in secondary schools; removing barriers to the adoption of microcomputer technology by school counselors; and future challenges to career information providers. Two-hundred-ninety-six references ranging from 1970-1995 represent professional journals, articles in press, professional association publications, documents from the ERIC database, conference papers, dissertations, and books. (JBJ)

ED 388 934 CG 026 749

Sampson, James P., Jr.
Computer-Assisted Career Guidance: Ethical Issues Bibliography.
SPONS. AGENCY- Florida State Univ., Tallahassee.
PUB DATE- 12 Dec 94
NOTE- 7p.; For the September 1993 version, see ED 363 820.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; Career Counseling; *Career Guidance; *Career Information Systems; Career Planning; *Codes of Ethics; Computer Oriented Programs; Computer Software Selection; *Computer Uses in Education; Confidentiality; Counselor Training; Elementary Secondary Education; Employment Counselors; *Ethics; Higher Education; *Job Search Methods
IDENTIFIERS- *Computer Assisted Career Guidance

This unannotated bibliography is intended to assist practitioners, researchers, policy makers, and system developers in identifying and locating sources of information on the design and use of computer-assisted career guidance (CACG) systems and ethical issues. It begins with ethical standards that specifically deal with computer technology and concludes with citations that deal with one or more ethical issues related to using computer applications in counseling, testing, and guidance. Citations cover a variety of ethical issues such as: confidentiality; counselor intervention; assessment; quality of computer-based information; use of computer-assisted instruction; equality of access to computer applications; and counselor training. Sixty-seven references ranging from 1966-1992 represent handbooks, professional journals, codes of ethics, unpublished manuscripts, conference papers, and books. (JBJ)

ED 388 935 CG 026 750

Sampson, James P., Jr.; And Others
Computer-Assisted Career Guidance: Multicultural Issues Bibliography.
SPONS. AGENCY- Florida State Univ., Tallahassee.
PUB DATE- 12 Dec 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Counseling; *Career Guidance; *Career Information Systems; Career Planning; Computer Oriented Programs; Computer Software Selection; Computer Uses in Education; *Cultural Context; Cultural Differences; Cultural Pluralism; Elementary Secondary Education; Employment

practical value to other libraries wanting to establish their own emergent literacy programs. Chapter 1 (Preparing for an Early Literacy Program) discusses how to use the book, the proactive public library, informing the community, and useful planning materials. Chapter 2 (Making a Difference to the Very Young: Reaching Out to Infants and Their Parents) addresses initial contacts with parents of newborns, programs for parents, and recommended books and audiovisual materials for ages newborn through 18 months. Chapter 3 (Focusing on Toddlers: Introducing the Library to Children Ages 18 Months through 3 Years and to Their Parents) presents kits for librarians, programs for parents, kits for parent and child, and collection and service enhancement. Chapter 4 (Working with Preschoolers: Providing Services to Children Ages 3 through 5 Years, Their Parents, Other Care Providers, and Teachers) discusses programs for care providers and teachers, kits for care providers and teachers, deposit collections, programs for parents, kits for parent and child, and collection and service enhancement. Chapter 5 (Targeting Beginning Readers: Giving Reinforcement to Children Ages 5 through 8 Years) presents five approaches. Appendixes list the libraries that carried out programs; annotations of 97 resources for parents, 122 professional materials, and 110 information sources and suppliers; notes on child development as related to appropriate early literacy activities in the library; and a glossary. (RS)

ED 388 954 CS 012 302

Braunger, Jane
Building Equity in Early Literacy: Two Case Studies on Improving the School Literacy Program. Literacy, Language, and Communication Program Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Change Strategies; *Educational Change; Elementary Education; Equal Education; *Literacy; Program Descriptions; Program Effectiveness; *Program Improvement
IDENTIFIERS- *Emergent Literacy; McMinnville School District OR; Polson Elementary School District MI

Responding to a need among Pacific Northwest schools for assistance in changing their literacy programs, this paper presents case studies of 2 schools that were part of the Equity in Early Literacy Development program, which supported the schools in moving from individual classroom literacy innovations to schoolwide practices consistent with current understandings of language and literacy development. The paper first outlines the components of the program--school teams participate in a summer institute and individual tailoring for each specific program being foremost. The first case study, "A Team Approach to Student-Centered Literacy Instruction: A Case Study of Cherry Valley School, Polson, Montana," discusses some lessons learned--that literacy program improvements are an ongoing process, and that more training in child development is necessary to raise teachers' expectations for student learning. The second case study in the paper, "District Involvement in the Change Process: A Case Study of the McMinnville, Oregon, School District," describes: (1) the amount and impact of district-level support for school improvement plans; (2)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Advisory Committees; *Cultural Awareness; Cultural Differences; Curriculum Research; Higher Education; *Journalism Education; *Multicultural Education; National Surveys; Racial Bias; School Surveys; *Speech Communication
IDENTIFIERS- *Journalism Schools

At the AEJMC (Association for Education in Journalism and Mass Communication) convention, concern was voiced about the news media's ability to present fair and accurate news about minorities. Accordingly, a study examined whether college journalism and communication departments have established multicultural committees to establish and implement diversity goals. The study also compared schools with and without cultural diversity committees to see whether the committees do help in setting and achieving goals. Questionnaires were first sent to administrators to ask about the existence of committees in charge of multiculturalism; then a followup survey was sent to the chairs of the committees. Of the 370 questionnaires initially mailed to administrators, 246 were returned; 205 reported that they did not have curriculum diversity committees. Of the 40 followup questionnaires sent to chairs of diversity committees, 12 were returned. Of the 40 questionnaires sent to a control group of administrators whose institutions did not have diversity committees, 9 were returned. Of the 12 from committee chairs, 2 denied the existence of the committee, suggesting it existed just on paper. At the 10 institutions with functioning committees, these committees merely had advisory powers; none had the power to change curricula. Two of the 10 institutions reported that their committees had developed a reference list of reading and audio-visual materials, had brought multicultural speakers to their school, and were involved in course enrichment. (TB)

ED 388 973 CS 215 105

Perry, Patricia H.
Recapturing Experiences with Death: Remembrance, Reflection, and Revision.
PUB DATE- Mar 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audience Awareness; Autobiographies; *Creative Writing; Death; Essays; Higher Education; *Personal Narratives; Student Reaction; Writing Assignments; *Writing Instruction; Writing Processes
IDENTIFIERS- *Personal Writing

Through three semesters of teaching the nonfiction essay, an instructor has come to terms with the fact that she has yet to attempt the type of personal essay that she asks her students to write, essays in which personal experiences with death are shared. However, a reminiscence on death through a recounting of her reactions to and understanding of various deaths among her friends and family, most notably that of her father, is such an attempt. The essay takes the form of relating a number of less significant deaths which prepare the ground for her father's drowning. As a writer, she realizes now that her period, however, social and economic developments caused particular attention to be paid to oral expression, especially for those upwardly bound socially. In the 19th century, educators were asking their students to read and explain particular literature selections and grammar continued to be taught through this century and writing remained unpopular with students. History suggests that English has developed as an alliance of components. Includes 22 notes. (TB)

ED 388 991 CS 215 133

Myszor, Frank
The Short Story--A Hybrid Form: Implications for Teaching. Occasional Papers, 25.
PUB DATE- Jun 94
NOTE- 23p.; Broken print throughout document may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Higher Education; *Literary Criticism; *Literary Genres; Poetry; Secondary Education; *Short Stories; Student Needs; *Teaching Methods
IDENTIFIERS- England; Genre Studies; *Response to Literature

This paper is the beginning of a plea for a reconsideration of the way in which educators teach short stories. It is only the beginning because the paper's main purpose is to draw together literary critical perspectives on the short story and then briefly examine their implications for teaching. It is the convenient yet evasive nature of short stories that forms the basis of this argument. An examination of broad ranging critical approaches to the short story raises a number of important questions concerning classroom practices. First, what students expect from short stories is considered, comparing responses to a novel with those to a short story. The paper then considers how educators can help students read the lack of resolution in many short stories, noting that students could be asked to summarize the plot in a single sentence, thereby calling attention to what has been left out. How educators can help students to see the significance of the story frame is examined next. In this context, students must be encouraged to predict pasts and futures for the characters, preferably over a broad time span to encourage summarizing. Last, students need to be made aware of short story theories, in the same way that educators want knowledge of literary theory or of poetic diction to inform their responses to novels or poems. Contains 48 references. (TB)

ED 388 992 CS 215 134

Robbins, Mari Lu
"Adam of the Road" by Elizabeth Janet Gray. Literature Unit.
PUB DATE- 95
NOTE- 49p.; For other literature units in this series, see CS 215 135-137.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; Childrens Literature; Class Activities; Cooperative Learning; Critical Thinking; Elementary

of least resistance and so do educators: why not have a student perform the type of work they are best at? The damage this trend causes is significant because it undercuts the most basic premise of forensic studies: the need to educate students, to push them toward new, challenging, and growth-inducing experiences. The solution to this problem is not a correction to the event descriptions but a commitment among educators to drive their students toward learning experiences. (TB)

ED 389 012 CS 509 069

Korn-Bursztyn, Carol
Children's Narrative and Pedagogical Attentiveness: From Silence to Resilience.
PUB DATE- 19 Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Child Neglect; Educational Environment; Elementary Education; *Personal Narratives; *School Role; *Student Behavior; Teacher Student Relationship
IDENTIFIERS- *Childhood Experiences; Huckleberry Finn

Schools offer the possibility of providing safe, supportive structures for children whose lives have been marked by chaos. They can enable vulnerable children to develop competencies which can help to protect them from the effects of traumatic backgrounds. When a child's lived experience falls outside the boundaries of normative experience, as in the situation of the maltreated child, schools offer the possibility of an environment in which the child's experiences can be heard and acknowledged. A child's narrative of vulnerability, though, is awkward and painful in both the telling and the listening. Often a complicity of silence exists in the classroom; the child does not tell, and the teacher does not hear. The role of the school in hearing and responding to children's narratives of non-normative lived experience is explored in both fiction and in the real world. Huckleberry Finn is discussed as an American icon of youthful resilience; 2 case studies of vulnerable children are presented which illustrate different ways schools hear and respond to children's narratives. Contains 28 references. (Author/RS)

ED 389 013 CS 509 071

Seymour, Ruth; Messinger, Sharon
Inviting International Students into the Communication Classroom: The Wayne State University Global Communication Course.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; *English (Second Language); Foreign Students; *Global Approach; Higher Education; Instructional Improvement; *Intercultural Communication
IDENTIFIERS- Communication Strategies; Diversity (Student); *Wayne State University MI

four international students engaging in active dialogue with a class. The paper addresses seven questions concerning the exercise: (1) when the exercise should be introduced into the course; (2) what the instructional objectives of the exercise are; (3) who will comprise the panelists; (4) what specific issues will be covered before, during, and after the panel discussion; (5) how the objectives can be evaluated; (6) what are some of the pitfalls to be avoided; and (7) what the logistics should be for conducting the exercise. A 3-item list of useful references for the exercise is offered, as well as a 10-item list of selections for background reading. (NKA)

ED 389 032 CS 509 092

Reppert, James E.
The Use of Video as a Performance and Evaluation Instrument in Public Speaking Courses.
PUB DATE- Apr 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; Evaluation Methods; Higher Education; *Introductory Courses; *Public Speaking; Student Improvement; Video Equipment
IDENTIFIERS- *Technology Integration

For a public speaking instructor, his involvement in forensics as a graduate student led to the use of cameras as an instructional tool. Video technology can be used in the classroom to maximize overall student performance. All graded speeches were videotaped and evaluated in class, which allowed students an extra opportunity to view their peers, as they were required to write extensive critiques of all performances. Technological advances make it easier to place smaller camcorders, tripods and microphones in cramped classrooms. The videotapes also help students improve their presentations by being able to watch them over and over again in the privacy of their homes or dorm rooms. Students also occasionally use short video clips as visual aids in persuasive or informative speeches. Video should be a component of public speaking courses to enhance student improvement. (RS)

ED 389 033 CS 509 093

Reppert, James E.
Formulating Instructional Goals and Objectives in the Introductory Oral Communication Course.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Norfolk, VA, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Higher Education; Instructional Effectiveness; *Introductory Courses; Skill Development; *Speech Communication; Student Improvement; Units of Study
IDENTIFIERS- *Communication Strategies

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgets; *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Expenditures; Federal Aid; *Fiscal Capacity; High Risk Students; *Income; Public Schools; Resource Allocation; State Aid

Successfully educating at-risk populations depends in part upon adequate and equitable funding. This General Accounting Office (GAO) report examines the current status of and trends in public-education spending. National and state trends in education spending and revenues were examined using data from the Department of Education's National Center for Education Statistics (NCES) and other sources. Measures of states' ability and willingness to raise revenues for education were also developed. Findings show that since 1980, total real expenditures in public elementary and secondary schools have increased, while the average national per-pupil expenditure increased and then stabilized after 1989. Such leveling off is due, in part, to a leveling off in the states' share of education funding. In addition, the number of poor children is increasing at a higher rate. Education's share of state budgets decreased between fiscal years 1987 and 1994, while Medicaid and corrections increased their shares. States' willingness to raise revenues for education grew more slowly than willingness to raise revenues for overall spending. Ability and willingness to raise revenues also varied widely among states. Appendices describe the research design and present data on school-age population characteristics; expenditures; federal, state, and local revenue shares; education's share of state budgets; and states' ability and willingness to raise revenue. Fourteen figures, 15 tables, and a list of GAO contacts and acknowledgments are included. (LMI)

ED 389 052 EA 027 154

Uerling, Donald F.
Schooling for Character and Citizenship: Legal Grounds for Pursuing Educational Goals.
PUB DATE- Sep 95
NOTE- 14p.; Paper presented at the Annual Conference on Women in Educational Leadership (9th, Lincoln, NE, September 24-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; Compliance (Legal); *Court Litigation; Elementary Secondary Education; Ethical Instruction; Ethics; Legal Problems; Moral Values; *Public Schools; *School Role; *Student Behavior; *Values Education
IDENTIFIERS- Nebraska

Some educators and public officials view schooling for character and citizenship as a basic purpose of public education. However, education that touches on personal beliefs and behaviors has become a subject of legal controversy. This paper explores ways in which public schools might deliver instruction about character and citizenship that are both legally defensible and educationally sound. The first part reviews selected statutes, in particular, Nebraska State statutes and sections of the Goals 2000: Educate America Act. The next part reviews selected cases pertaining to general education, special education, behaviors and beliefs, freedom of religion, freedom of expression, and schools' responsibility. Schools should expect civil and respectful student behavior; maintain a safe, August 15, 1994. Section 1 examines retirement and savings plans, with a focus on deferred-compensation plans. It provides background information and describes the basic features and special rules applicable to deferred-compensation plans. Section 2 describes health, dependent-care assistance, and "cafeteria plans" including tax treatments, benefits, limitations and requirements, and uses. One table is included. (LMI)

ED 389 072 EA 027 180

Bey, Theresa M.; Turner, Gwendolyn Y.
Making School a Place of Peace.
PUB DATE- 96
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Conflict Resolution; Crisis Intervention; Curriculum Design; Elementary Secondary Education; Organizational Communication; Partnerships in Education; *Peace; *Prosocial Behavior; School Community Relationship; *School Safety; School Security; Violence
IDENTIFIERS- *Peace Education

This book was written for educators at all levels and individuals who are concerned about making schools safe, orderly places. It offers guidelines to promote and increase peace in the schools. The introductory chapter, "Moving toward a Peaceable School," endorses the national commitment to violence-free, peaceful, and productive schools, and presents the principles for a peaceable school. Chapter 2, "Creating a Peaceable Environment," suggests ideas for a safe school environment and a crisis-management plan. The third chapter, "Encouraging Peaceful Communication," discusses various forms of communication for peaceful interactions among students, faculty, and staff members. The need for social and multicultural peace objectives in curricula at all levels is emphasized in the fourth chapter, "Planning for Peace across the Curriculum." Chapter 5, "Changing Instruction: The Hard Realities," advocates the use of differentiated instructional approaches and the development of multiple intelligences. Practical ways for school personnel to work effectively with parents are described in chapter 6, "Working with Parents." The seventh chapter, "Building Family-School-Community Partnerships," discusses collaborative support systems for creating family-school-community partnerships, as well as the development of a peace-building action plan. Each chapter contains concluding questions, which provide opportunities for discussion, and a list of suggested activities. An index and 20 tables are included. Appendices contain sample curricula for elementary, middle, and high schools; and an annotated list of programs, resources, and organizations. (Contains 89 references.) (LMI)

ED 389 073 EA 027 181

Curcio, Joan L.; And Others
Sexuality and the Schools: Handling the Critical Issues. the Practicing Administrator's Leadership Series. Roadmaps to Success.
PUB DATE- 96

SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 101p.; For Volume 1, see EA 027 207. For summarizing brochure, see EA 027 206.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Curriculum Enrichment; Educational Innovation; *Federal Legislation; High Schools; Middle Schools; Program Effectiveness; *School Effectiveness; School Restructuring; *Secondary Education; *Secondary School Students; Student Needs

New provisions in Title I, the federal government's largest elementary and secondary school program, encourage greater use of funds in high-poverty secondary schools. This handbook is the second of a two-volume series designed to support the implementation of the new Title I legislation. The volume illustrates how 13 middle and high schools have successfully put the principles of good practice to work and improved academic outcomes for their at-risk students. It suggests ways in which Title I can be used effectively at the high school level to achieve better results for disadvantaged students. The book is designed to serve as a resource to help educators use the opportunities provided by federal education programs in conjunction with local and state reforms. The programs incorporate the following principles: (1) strengthening and enriching the secondary school curriculum; (2) adapting organizations to increase learning; (3) linking schooling to the future; (4) creating networks of support for students; and (5) providing resources for improvement. Appendices contain contact information, a list of selected organizations that offer related information and services, and a planning and implementation checklist. (LMI)

ED 389 093 EA 027 209

Extending Learning Time for Disadvantaged Students. An Idea Book. Summary.
PUB DATE- 95
NOTE- 6p.; This 8-panel brochure promotes a two-volume document, see EA 027 210-211. The summary provided here parallels but is briefer than the Executive Summary contained in the full report.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; After School Education; *Educationally Disadvantaged; Elementary Secondary Education; *Extended School Day; Federal Legislation; Flexible Scheduling; High Risk Students; Program Effectiveness; Program Implementation; *Time Blocks; *Time Factors (Learning)
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The Title I program, the federal government's largest elementary and secondary school program, has been redesigned in order to make improvements in the nation's poorest schools. This brochure describes a two-volume book that provides examples of schools and communities working together to provide children project characteristics concerning the long and somewhat unconventional history of collaboration between education and human services. The remainder of the document is an annotated list that includes one-page descriptions of approximately 85 resources that have been selected, reviewed, summarized, and catalogued according to the following topic areas: general information, program planning, program components, program implementation, and program evaluation. The resources include reports, policy briefs, journal articles, informational briefs, conference report articles, newsletters, books, and project descriptions. Entries were chosen to meet various levels of information needs, ranging from introductions to the topic to items suitable for those already involved in a coordination venture. Information generally provided for each resource includes: type of item, title, author/source, date, length, publisher/address, and description. Topical and author indexes are provided. (DB)

ED 389 112 EC 304 397

Kupper, Lisa, Ed.
A Bibliography for Families on Mental Health/Mental Illness.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Emotional Disturbances; Family Involvement; Family Problems; *Mental Disorders; *Mental Health; Neurosis; Psychosis

This bibliography for families lists 44 print resources on mental health and mental illness published from 1987 through 1994. The list is organized into the following categories: directories and bibliographies, other print resources, and information in Spanish. The names, addresses, and telephone numbers of publishers are provided at the end of the bibliography. Information is also provided on newsletters of the National Alliance for the Mentally Ill and publications of the National Institute of Mental Health and the National Mental Health Association. (DB)

ED 389 113 EC 304 398

Kupper, Lisa, Ed.
A Bibliography for Schools on Mental Health/Mental Illness.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; *Emotional Disturbances; *Mental Disorders; *Mental Health

This bibliography for schools lists 49 print resources on mental health and mental illness published from 1989 through 1994. Resources are listed alphabetically by author within the categories of directories and bibliographies, and other print resources. The names, addresses, and telephone numbers of publishers are provided at the end of the bibliography. Sources of materials for families from several organizations such as the National Institute of Mental Health and the National Mental Health Organization are noted and information is provided on

ED 389 132 EC 304 418

Black, Rhonda S.; Langone, John
Generalization of Work-Related Social Behavior for Persons with Mental Retardation.
PUB DATE- 20 Oct 95
NOTE- 10p.; Paper presented at the Annual International Conference of the Division on Career Development and Transition (Raleigh, NC, October 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Community Based Instruction (Disabilities); *Education Work Relationship; *Generalization; Instructional Effectiveness; *Interpersonal Competence; Intervention; Job Skills; Maintenance; *Mental Retardation; Peer Influence; Prevocational Education; Social Behavior; *Teaching Methods; Theory Practice Relationship; *Transitional Programs; Vocational Education

This paper reviews the research and attempts to identify instructional techniques and settings to promote generalization of appropriate work-related social behavior in individuals with mental retardation. First, it provides a definition of transition and discusses the importance of training for generalization, discrimination, and maintenance. Three techniques are then explained: (1) cognitive process approaches to instruction, (2) using peers as change agents, and (3) community-based instruction. The paper finds support for all three techniques and recommends that transition for students with mental retardation involve enrollment in vocational education programs, instruction in community-based environments, paid part-time employment, cognitive process approaches, and peer-mediated interventions. (Contains 30 references.) (DB)

ED 389 133 EC 304 419

Walker, Hill M.; And Others
Antisocial Behavior in School: Strategies and Best Practices.
PUB DATE- 95
NOTE- 480p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Antisocial Behavior; Behavior Patterns; *Classroom Techniques; Demonstration Programs; *Discipline; *Educational Practices; Educational Principles; Elementary Secondary Education; *Etiology; Interpersonal Competence; *Intervention; Parent Participation; Socialization; Student Behavior; Student Characteristics; Symptoms (Individual Disorders); Violence

This text is intended to provide educators with increased understanding of the nature, origins, and causes of antisocial behavior and to offer information on the best available practices, interventions, and model programs for preventing and remediating antisocial behavior disorders occurring in school.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Job Satisfaction; Participative Decision Making; Principals; *Quality of Working Life; School Districts; *Special Education Teachers; Surveys; *Teacher Administrator Relationship; *Teacher Attitudes; Teaching (Occupation); Urban Education

This summary report presents an integration of major findings on teachers' perceptions of working conditions, based on survey and interview data from about 375 special educators in six large urban districts. The report focuses on special educators' perceptions of administrative support at two levels--building and central office. Major findings concerning building-level support included the following issues related to the principal: lack of understanding of what teachers do in their classrooms; failure to recognize the significance of teachers' work challenges and accomplishments; limited assistance with specific problems; and reluctance to involve teachers in determining the shape of the school's special education programs. Teachers often reported that they do not feel fully included in their schools and receive limited assistance from principals in their efforts to integrate students. In regard to perceptions of central office support, most teachers formed perceptions about administrative priorities, not based on direct discussion with administrators, but rather on their interpretations of administrative decisions and/or actions taken over time. Misunderstanding was exacerbated by infrequent contact. Major conclusions included the following recommendations for administrators: (1) treat teachers like knowledgeable professionals; (2) focus on effective communication; and (3) provide assistance to teachers by helping them with their needs. Appended tables provide details of survey responses. (DB)

ED 389 151 EC 304 438

Gersten, Russell; And Others
Impact of Job Design Problems and Lack of Support. Draft Version. Working Paper #6.
PUB DATE- 26 May 95
NOTE- 9p., In: National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention and Attrition (Washington, DC, May 25-26, 1995); see EC 304 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Faculty Mobility; *Job Development; Job Satisfaction; Labor Turnover; Path Analysis; Principals; Professional Development; Role Perception; *Special Education Teachers; Statistical Analysis; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Morale; Teacher Role; Teaching (Occupation); Teaching Experience; Urban Education; *Work Environment

This paper presents implications of the path analysis procedures used to interpret data from a study of urban special education teachers' perceptions of working conditions. The analysis looked at a broad range of factors that could affect teacher plans to leave the field. An overall finding emerging from the analysis was that the same fundamental relationships among variables held in all three study cities. Other major findings included: (1) principal support is critical to job satisfaction and is associated with stronger teacher commitment to special education and a lower likelihood of leaving; (2) perceived

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Descriptive Writing; *Discourse Modes; English Literature; French; German; Language Styles; *Literary Devices; *Second Language Instruction; *Second Language Learning

This paper examines several language learning and teaching experiences described in the literary works of Burroughs's "Tarzan of the Apes," Shakespeare's "Henry V," Scott's "The Jewel in the Crown," and Alcott's "Little Women." In all cases, the language being learned was not necessary for daily activities, yet each case demonstrates that language learning is more than learning pieces of lexicon or grammar. Learning is cultural and personal in context; sometimes coinciding, sometimes conflicting. Analysis findings reveal teaching methods both traditional and modern, with tremendous variation from induction association to learner-chosen words. The relationships of language and power and human and cultural identity through language are found, especially in "Henry V" and "Tarzan." It is suggested that perhaps the author's own language learning experiences affected his or her description and methodology in the texts. Most striking is the more modern learner-centered teaching approach and curriculum found in "Henry V," "Little Women," and "Tarzan"; in "Little Women," even affect is related to content of the learning materials. A Tarzan vocabulary is appended. (Contains 12 references.) (NAV)

ED 389 170 FL 023 351

Bloomer, Aileen; Breet, Felicity
Language Teacher Education in the Voluntary Sector.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the International Conference on Language in Development (2nd, Bali, Indonesia, April 10-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Language Teachers; Models; Private Agencies; *Second Language Instruction; *Teacher Education; Teacher Educators; Teaching Methods; *Volunteer Training
IDENTIFIERS- Africa; Asia; England; Europe (East)

This report describes the British Voluntary Service Organization (VSO) training model and its implications for teacher education. VSO posts teachers with experience in English as a Foreign Language (EFL) or mainstream education to teacher training posts in countries in Asia, Africa, and Eastern Europe. All volunteers must participate first in a skills training course in England that includes professional teaching, country specific, and health and general briefings. The methodology involves a team of trainers who work with a core belief that to become a trainer you need to experience planning, delivering, and evaluating training events. Initial stages are tutor-planned and tutor-lead, to ensure that all participants are up-to-date on current thinking on core English Language Training (ELT) topics and methodologies. The remainder of the course is negotiated with participants who choose sessions to plan and deliver as a team with the tutors. Courses have been generally well-received by participants. The only negative reaction led to a course maximum limit of 20 participants. Pre-planned and completed timetables for a

Education; Secondary School Students; Second Language Instruction; *Second Language Programs; *Second Languages
IDENTIFIERS- *United Kingdom

The report summarizes a British research project, part of a larger initiative on educational quality, concerning the extent of secondary students' knowledge about the nature of language, native and foreign, alongside development of practical language skills. The main study was an empirical investigation of the teaching of English and foreign languages at year 9 in three schools. It documented teachers' beliefs and practices with regard to knowledge about language (KAL) and the current state of year 9 pupils' knowledge in five areas (language as a system, language learning/development, language variation by use and by user, language change). The pupils' use of KAL in language performance and the relationship between their developing understanding of language and language learning were also studied. Results of another study were also re-analyzed for data concerning these issues at year 7. Overall, the project revealed substantial levels of KAL-related activity in English and foreign languages within the schools, and some suggestions of its positive contribution to learning, especially in writing. It is concluded, however, that given the fragmented and episodic nature of mush KAL work, its full potential contribution to pupils' development as language users is not being realized. Suggestions for improvement are made. (MSE)

ED 389 191 FL 023 398

Hamid, Rohani Abdul
Constructing a Multi-Dimensional Research Study. Occasional Papers, 20.
PUB DATE- Feb 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Observation Techniques; Course Content; Data Collection; Educational Strategies; Foreign Countries; Interviews; Job Skills; *Language Research; *Relevance (Education); Research Design; *Research Methodology; Secondary Education; Second Language Instruction; *Second Languages; *Vocational English (Second Language)

Issues in the design of research to describe educational practice are examined, and arguments for and against particular methodologies are summarized. A single study is used for illustrative purposes; it explores the relationship between English taught as a second language in school and English language needs in the workplace. The study uses both ethnographic and quantitative research techniques. The report first outlines the variables in the study. A discussion of procedures describes the need analysis, sampling, establishment of a systematic classroom observation schedule, audio recording of classroom interaction, interviews with teachers and students, and examination of teacher records. Rationales for these and additional procedures are then explained. The subsequent section describes construction of the classroom observation instrument and the method for merging quantitative observational data with data drawn from the audio recording. The conducting of interviews is then discussed, including interview types, interviewer attributes, questions, problems, mail and the Internet on their own, for collaboration and communication with colleagues, and accessing resources. Chapter 3 discusses uses of e-mail and computer networking in a single classroom, while chapter 4 discusses possibilities for using e-mail and the Internet for cross-cultural communication. Chapter 5 introduces the use of e-mail in distance education to teach language, provide cultural orientation, and train teachers. Chapter 6 discusses how teachers and students can gather data from around the world using special tools for the Internet, and chapter 7 discusses ways of integrating all of the above within an educational program. Appendixes list journals, contacts and organizations, electronic mail sites, and an electronic mail glossary. Contains 13 references. (NAV)

ED 389 212 FL 023 419

Solomon, Jeff; Rhodes, Nancy C.
Conceptualizing Academic Language. Research Report: 15.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Students; *Class Activities; *Classroom Communication; Discourse Analysis; *English (Second Language); *English for Academic Purposes; Grade 5; Intermediate Grades; Language Research; *Language Role; Language Usage; Linguistic Theory

The purpose of this report is to explore academic language on a broader discourse-level of analysis. Examining three linguistic exchanges from a bilingual elementary school, the report discusses how academic tasks influence academic language discourse styles (registers) in fifth-grade class lessons. Two dominant theories are drawn from the literature: (1) that academic language is a compilation of unique language functions and structures that are difficult for language minority students to master; and (2) that in a dichotomy between academic language and conversational language, the former provides fewer contextual clues. An alternative model views academic language as register, adjusted in lexical and syntactic features according to context. The study presented here examined classroom interaction in two fifth grade bilingual classes taught in English. Three samples of classroom discussion are analyzed, each revolving around a discrete academic task. It is concluded that the academic language registers used are shaped by the particular academic tasks. A survey of 132 English-as-a-Second-Language (ESL) teachers elicited definitions, descriptions, and examples of academic language. Results indicate significant conceptual differences between teachers and the research literature concerning academic language, suggesting a need for communication between teachers and researchers on this topic, and further research. (MSE)

ED 389 213 FL 023 420

Galletta-Bruno, Diana
A Comprehensive Dropout-Prevention Program To Increase the Number of Spanish-Speaking ESL Students Remaining in High School.
PUB DATE- 95
NOTE- 96p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English

*Governmental Structure; Government Employees; *Government School Relationship; Health Promotion; Innovation; Partnerships in Education; Postsecondary Education; Secondary Education; State Federal Aid; *State Government; *Statewide Planning; Supervisory Methods; Vocational Education
IDENTIFIERS- California; *High Performance Work Organizations; Illinois; Indiana; New Jersey; Oklahoma; Texas; Virginia

This document contains reports summarizing the highlights of seven state forums that were held in fall 1994, modeled after the 1993 national forum on "Hard Truths/Tough Choices: An Agenda for State and Local Reform." The following conferences are summarized: "Reinventing New Jersey: Innovative Approaches under Fiscal Pressure" (Princeton, New Jersey, October 12, 1994); "The Oklahoma Forum on High-Performance Government" (Edmond, Oklahoma, October 14 1994); "Creating a High-Performance Workforce in Virginia" (Richmond, Virginia, October 25, 1994); "Innovation at Work: Best Practices and Strategies for California State Managers and Supervisors" (Sacramento, California, November 14-15, 1994); "The Indiana Forum on High-Performance Government" (Indianapolis, Indiana, November 17-18, 1994); "Enhancing Career Development Opportunities for Illinois State Employees" (Bloomingdale, Illinois, December 7-8, 1994); and "Developing Texas State and Local Partnerships for the Public's Health" (Austin, Texas, December 12-13, 1994). All the reports include key points of discussion/debate and numerous examples of innovation in action. Seven needs were identified and discussed at all the conferences: give executives authority to act and hold them accountable for the results; give front-line workers more say in how they do their jobs and the training they need to perform; set aside labor-management conflicts and work together on solving problems; consolidate redundant government operations and eliminate outdated ones; allow public sector employers to exercise their judgment in accomplishing governmental goals; reform key "control" systems in government; and blunt/manage the media's broadly negative impact on government innovation efforts. (MN)

ED 388 765 CE 070 132

Palus, Charles J.; Drath, Wilfred H.
Evolving Leaders. A Model for Promoting Leadership Development in Programs.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Case Studies; *Developmental Stages; *Individual Development; *Leadership Training; Models; Organizational Development; *Psychological Characteristics; *Training Methods

A new model for promoting leadership development in programs emphasizes individuals' psychological development. The model, which is intended for use by individuals responsible for leadership development in organizations or by leadership development program planners/evaluators, is based on a cyclic process of three time-linked categories: readiness for development, developmental processes, and outcomes. First, individuals' readiness for development is assessed by evaluating them with respect to a series of trait, state, environmental, and sociocultural readiness factors. The assessment results are used to design a leadership development program based on the following five requisite, interwoven

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; *Business Correspondence; Business English; Competency Based Education; Curriculum Guides; Instructional Materials; Job Skills; Labor Force Development; Learning Activities; *Literacy Education; Student Evaluation; Writing Instruction; *Writing Skills
IDENTIFIERS- *Workplace Literacy

This workplace skills memo writing course is designed to enable students to write more accurate and concise memos and be better able to deal with difficult memo writing situations in the workplace. Introductory material includes course description, objectives, topics, methods, materials, evaluation, and teacher tips. The course consists of four sessions, each of which has these components: objectives, topics, methods, materials list, and information sheets and handouts. Topics covered in the sessions include the following: writing diagram, topic selection and specification, four steps of writing, standard memo format, and complete sentences. (YLB)

ED 388 783 CE 070 167

Burt, Lorna
Business Writing II. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 80p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; *Business Correspondence; Business English; Competency Based Education; Curriculum Guides; Instructional Materials; Job Skills; Labor Force Development; Learning Activities; *Literacy Education; Student Evaluation; Writing Instruction; *Writing Skills
IDENTIFIERS- *Workplace Literacy

This workplace skills business writing course presents the fundamentals of effective business letter writing. It focuses on logical organization, word choice, style, tone, and clarity, using students' own examples as well as practice exercises for reinforcement. Introductory material includes course description, objectives, and topical outline. The course consists of six sessions, each of which has these components: objectives, topics, methods, evaluation, materials list, teacher tips, and information sheets and handouts. Topics covered in the sessions include the following: analyzing the author's purpose, the reader, the style, and tone; prewriting--brainstorming, organizing, freewriting; writing clearly and correctly; and editing. (YLB)

ED 388 784 CE 070 168

Lewandowski, Carol
Charts and Graphs in the Workplace. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

Clark, Karen L.
Education in the Workplace: Bridging the Gap.
PUB DATE- Nov 94
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Educational Research; Employer Employee Relationship; *Job Training; *Labor Force Development; Retraining; *Small Businesses; Vocational Education

A study surveyed owners of 20 small businesses in North County, San Diego, to determine evidence of teaching and learning. A 13-question survey instrument gathered information regarding whether training and/or education for employees was available, what education was offered, how it fit into the evaluation process, and how business owners saw their role as it related to teaching and learning in the workplace. Training appeared to comply with accreditation and was driven by a need to survive in a difficult economy. Although the majority of respondents were acutely aware of the necessity for continuous training/education for their employees, time and resources were scarce. Although training/education occurred in most businesses, it was driven by regulations, customer service, and a commitment to safety compliance issues. Little time was available for learning related to professional growth and personal discovery. With regard to their role in the teaching and learning process, the business owners expressed a sincere concern for their employees and their welfare, but struggled with the knowledge that training/education was necessary. Recommendations for further research included the impact of restructuring on teaching and learning in the workplace, role of the chief executive officer as the instructional leader, and investigation of rewards for training/education in the workplace. (A sample interview questionnaire is appended.) (YLB)

ED 388 805 CE 070 199

Yap, Kim O.; Owens, Thomas R.
The Other Side of School Reform: Integrating Professional Technical Education.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; Coordination; *Educational Change; Educational Research; High Schools; *Labor Force Development; Postsecondary Education; *Professional Education; Program Evaluation; *School Restructuring; State Programs; Statewide Planning; *Technical Education
IDENTIFIERS- *Oregon

To do a comprehensive assessment of Oregon's professional technical education and work force programs, project evaluators identified, obtained, and extracted relevant data from documents and other related materials that pertained to key program concerns. Fieldwork consisted of four major activities: interviews with key players, written surveys with stakeholder

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Behavioral Objectives; Competency Based Education; *Consumer Education; *Coping; Daily Living Skills; Family Work Relationship; Futures (of Society); *Home Economics; Homemaking Skills; Instructional Materials; Learning Activities; *Science and Society; State Curriculum Guides; Teaching Guides; *Technological Advancement; Technology Education
IDENTIFIERS- Illinois

This learning guide on understanding the impact of new technology on life and work is part of a series of learning guides developed for competency-based adult consumer and homemaking education programs in community colleges, adult education centers, community centers, and the workplace. Focus is on the connections among personal, family, and job responsibilities so that these aspects of living will complement each other. Introductory material includes general guidelines/check list for users with key to symbols used to designate enhancement activities and an introduction. The guide covers four competencies: explain the evolution of technology as a means through which needs and wants are satisfied; identify current and expected developments in technology for agriculture, business management, communication, construction, consumer services, education, entertainment, financial management, health care, household operation, industrial production, law enforcement, recreation, and transportation; identify positive and negative effects of technological developments on people; and determine the skills needed to adapt to technological advancement at home and work. Twenty-six supplements include information and activity sheets on the following: impact of technology, what futurists say, food for Zero-G; positive and negative effects of technology, help for those terrified of technology, concerns about medical life support, skills workers will need, creativity, and fastest growing occupations. A bibliography contains 20 items. (YLB)

ED 388 822 CE 070 217

Applying Consumer and Homemaking Skills to Jobs and Careers. Learning Guide 13. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 49p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Behavioral Objectives; Career Choice; Career Exploration; Competency Based Education; *Consumer Education; Daily Living Skills; *Employment Potential; Family Work Relationship; *Home Economics; *Homemaking Skills; Instructional Materials; *Job Skills; Learning Activities; Occupational Aspiration; Self Evaluation (Individuals); State Curriculum Guides; Teaching Guides; Vocational Interests
IDENTIFIERS- Illinois

This learning guide on applying consumer and homemaking skills to jobs and careers is part of a series of learning guides developed for competency-based adult consumer and homemaking education programs in community colleges, adult education centers, community centers, and the workplace. Focus is on the connections among personal, family, and job responsibilities so that these aspects of living will complement each other.

identify the positive and negative effects of technological developments on people; and determine the skills needed to adapt to technological advancement at work and home. Twenty-six supplements contain information and activity sheets on the following: what technologists and futurists say, current and expected developments, scanning, impact of technology on education, positive and negative effects, skills workers will need, creativity, and fastest growing occupations. Concluding the guide is a 19-item bibliography. (MN)

ED 388 838 CE 070 233

Applying Consumer and Homemaking Skills to Jobs and Careers. Secondary Learning Guide 13. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 71p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Employed Parents; Employed Women; Employer Employee Relationship; *Employment Potential; Family Life Education; Home Economics; Home Management; Job Application; Job Search Methods; *Job Skills; Learning Activities; Lesson Plans; Quality of Working Life; Secondary Education; Self Evaluation (Individuals); State Curriculum Guides; Teaching Guides; Teaching Methods; Units of Study; Values; *Values Clarification; *Work Attitudes

This competency-based secondary learning guide on applying consumer and homemaking skills to jobs and careers is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. The following competencies are addressed: (1) assess own qualifications concerning job requirements and personal preferences; (2) describe characteristics that are necessary to get and hold a job; (3) identify and relate homemaking skills to specific jobs and careers that apply to paid employment; and (4) demonstrate the procedures for locating and applying for a job. Twenty-eight supplements contain information and activity sheets on the following: job values, accomplishments, fastest growing occupations, employers' expectations, home and family roles, at-home businesses, getting job information, letters of application and cover letters, resumes, interviewing, and testing. A bibliography contains 18 resources. (KC)

ED 388 839 CE 070 234

Conserving Limited Resources. Secondary Learning Guide 14. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield.

competencies through a Delphi survey of industry representatives in horticulture and child care. Lists of exit-level competencies were developed and validated for students in secondary- and postsecondary-level agricultural technology and child care programs. (Contains 19 tables and 58 references. Appendixes constituting approximately 60% of this document contain the following: list of advisory committee members, project-related correspondence, and project questionnaires and interview forms.) (MN)

ED 388 857 CE 070 274

Felstehausen, Ginny; And Others
Authentic Assessment for Occupational Competency for Career and Technology Education. Final Report. Year Two.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 95
NOTE- 54p.; For the first year report, see CE 070 273.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; Agricultural Education; Agricultural Occupations; Articulation (Education); *Career Education; *Child Care Occupations; *Competence; Competency Based Education; Cooperative Planning; Educational Cooperation; *Employment Qualifications; Evaluation Criteria; Evaluation Methods; Field Studies; General Education; *Horticulture; Integrated Curriculum; Literature Reviews; Portfolio Assessment; Portfolios (Background Materials); Postsecondary Education; Program Development; Program Validation; Questionnaires; Records (Forms); Secondary Education; Statewide Planning; Student Evaluation; *Technology Education
IDENTIFIERS- *Authentic Assessment; Focus Groups Approach; Texas

A project was conducted to identify outcomes and procedures for measuring the occupational competency of students completing a coherent sequence of courses in career and technology education (C&TE) programs throughout Texas. The major objectives of phase 2 of the project were as follows: validate criteria for a career portfolio, integrate the career portfolio with general education, establish criteria for authentic assessment, and develop a career portfolio model. Data were obtained from the following: 4 group discussions with a total of 21 child care industry representatives and 11 horticulture industry representatives in Lubbock and Austin (Texas); input from a 10-member authentic assessment advisory committee that included project staff and representatives the Texas Education Agency; site visits to 3 child care education programs; and telephone interviews with teachers currently using authentic assessment in general education. The information obtained was analyzed and used to develop a career portfolio model that is designed for use in C&TE and that integrates occupation-specific skills, the workplace competencies identified in the Secretary's Commission on Achieving Necessary Skills report, and general education. (Contains 36 references. Appended are lists of focus group participants and employability skills and child care competencies and additional comments of the focus groups.) (MN)

ED 388 858 CE 070 275

Nunes, Evelyn H., Ed.
Learning Resources Evaluations Manual.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.
PUB DATE- 94

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Career Development; *Competence; Competency Based Education; Electronic Equipment; *Electronics; *Electronic Technicians; *Employment Potential; Entry Workers; *Job Skills; *Occupational Information; Postsecondary Education; Secondary Education

IDENTIFIERS- DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives from Ohio. This OCAP identifies the occupational, academic, and employability skills (competencies) needed to enter electronics occupations. The competencies are clustered into nine units that cover the following topics: orientation; basic electronic theory; basic electronic skills; basic troubleshooting and repair; consumer products applications and servicing; communications electronics applications and servicing; computer applications and servicing; industrial electronics applications and servicing; and electro-optic technology applications and servicing. In addition, employability competencies are grouped into 12 units: career development; decision making and problem solving; work ethic; job-seeking skills; job retention and career advancement skills; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items, core items essential for entry-level employment, and items needed to advance in electronics occupations. The OCAP guide also contains an academic job profile based on the Work Keys syustem that identifies the level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic competencies in communication, mathematics, and science that all students should master; and a specific list of academic competencies needed for electronics occupations. (KC)

ED 388 875 CE 070 293

Heating, Ventilation, Air-Conditioning, and Refrigeration. Occupational Competency Analysis Profile.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.

PUB DATE- 95

NOTE- 80p.; For the 1992 edition, see ED 345 074. For other related profiles, see CE 070 281-294.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Air Conditioning; Air Conditioning Equipment; Behavioral Objectives; Career Development; *Competence; Competency Based Education; *Employment Potential; Entry Workers; *Heating; *Job Skills; *Occupational Information; Postsecondary Education; *Refrigeration; Refrigeration Mechanics; Secondary Education; Ventilation

IDENTIFIERS- DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives from Ohio. This OCAP identifies the occupational, academic, and

DESCRIPTORS- *Academic Achievement; Academic Standards; Accreditation (Institutions); *Admission Criteria; *Counselor Training; Grade Point Average; Higher Education; *Masters Programs; Program Evaluation
IDENTIFIERS- Council for Accred of Counsel and Relat Educ Prog; Graduate Record Examinations

In the spring of 1986 the first of a series of studies was undertaken by the faculty members in counselor education at Western Carolina University to revise and validate the admissions standards for the master's degree programs in counseling. Impetus for these efforts was provided by a request from the Dean of the Graduate School for all graduate programs to review their admissions standards and by the decision of the faculty to undertake a self study in preparation for a planned request for accreditation consideration by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). In the first phase all graduates of the counseling program (N=171) were rated independently by four members of the faculty. Exemplary and marginal students' Graduate Record Examination (GRE) scores and grade point average (GPA) were examined. GPA was the highest correlate of faculty ratings of graduate's ability. Phase Two found the GRE Analytical score as the most powerful predictor of graduate GPA. In Phase Three tentative new admissions standards were set, examined, and adopted. Finally, in Phase Four a follow up study was conducted to determine effectiveness of the new admissions standards. The GRE Analytical score remained the best predictor of academic performance in counselor education. Additional evidence of the effectiveness of the revised admissions standards was reported. (JBJ)

ED 388 894 CG 026 502

Guss, Thomas O.
Family and Community Vulnerability Determination: Needs Assessment through Meta-Analysis.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Community Development; *Community Planning; Community Schools; *Community Study; Employment Level; Income; Intervention; Meta Analysis; Mobility; *Needs Assessment; Occupational Mobility; *Rural Areas
IDENTIFIERS- Kansas

In order to determine the relevance and provide suggestions for needs assessment in western Kansas, this document examines 81 theses that are relevant to the topic. The implications of the study are as follows: (1) programs within schools and communities in western Kansas are having little effect on important populations; (2) restructuring within communities and schools is needed in order to more fully address the needs of people, particularly children; (3) substantial unhappiness exists within western Kansas, but people are generally adjusting to this situation; and (4) programs initiated to address personal and family well-being are addressing institutional needs instead. Also provided in the document are goals for planned actions intended to foster personal, family, community, and school empowerment in western Kansas. Contains 22 references. (SR)

ED 388 895 CG 026 509

thought of themselves as having a great deal to enjoy just by being a boy. They found little problem with being a boy and saw the biggest difference between the sexes as biological, with different biological restrictions and expectations. Girls struggled to find good things to say about being a girl and easily identified a variety of negative aspects. Eleven recommendations are made for teachers. Other articles are: "Looking Back--Toward a Practice of Courage" (Annie G. Rogers), and "A Positive Sense of Self for Girls with Disabilities" (Harilyn Rousso). Also included are a list of resource organizations and a list of WEEA resources for middle schools. (JBJ)

ED 388 915 CG 026 656

Posner, Marc
Working Together for Youth: A Guide to Collaboration between Law Enforcement Agencies and Programs That Serve Runaway and Homeless Youth.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC. Family and Youth Services Bureau.
PUB DATE- 94
NOTE- 122p.; Produced by the National Resource Center for Youth Services.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; Case Studies; Cooperation; *Cooperative Programs; Counseling; Counselors; Delinquency; Elementary Secondary Education; High Risk Students; Homeless People; Juvenile Courts; Juvenile Justice; *Law Enforcement; Police; *Runaways; Shared Resources and Services; Youth Problems; *Youth Programs

The response of law enforcement agencies to runaway and homeless youth varies by community and individual officer. Some police departments perceive runaways as criminals while others recognize runaways as victims of family conflict or uncaring institutions who need to be helped. But in many cases police do not "see" runaways at all. This guidebook was created to encourage and facilitate collaborative efforts between law enforcement agencies and agencies that serve runaway and homeless youth. The goal of this document is to help law enforcement agencies and programs serving runaway and homeless youth to: assess the need for collaboration in their community; develop a process by which they can create a collaborative arrangement that responds to their needs; increase referrals by police and strengthen services for runaway youth and their families; reduce unnecessary adjudication and incarceration of runaway and homeless youth; and monitor and refine their collaboration. The chapters are as follows: (1) Youth at Risk; (2) Services for Runaway Youth; (3) An Introduction to Interagency Collaboration; (4) Case Studies; (5) Designing and Implementing an Interagency Collaboration; and (6) Conclusion. Four appendixes include a bibliography, resource organizations, sample interagency agreements, and evaluation resources. (JBJ)

ED 388 916 CG 026 657

Malchiodi, Cathy A.
Who Owns the Art? An Ethical Question for Art Therapists and Clinicians.

Counselors; Ethnic Groups; Individual Differences; *Job Search Methods; *Minority Groups; Multicultural Education; Postsecondary Education
IDENTIFIERS- *Computer Assisted Career Guidance

This unannotated bibliography is intended to assist practitioners, researchers, policy makers, and system developers in identifying and locating sources of information on the design and use of computer-assisted career guidance (CACG) systems within a multicultural context. The aim of this effort is to improve the quality of theory, research, practice, and public policy associated with computer-assisted career service delivery for diverse multicultural populations. Culture may significantly influence what clients consider to be a problem, how they express it, whom they seek for help, and the treatment strategies they prefer. The design, delivery, and evaluation of career services are all, in direct or indirect ways, influenced by cultural values and traditions. As only a few citations were identified that specifically dealt with the design and use of CACG systems in a multicultural context, selected general citations on the influence of multicultural issues on career development were included. Eighty-five references ranging from 1970 to 1993 represent professional journals, dissertations, documents from the ERIC database, and books. (JBJ)

ED 388 936 CG 026 751

Sampson, James P., Jr.; And Others
Computer Assisted Career Guidance: Disabilities Issues Bibliography.
SPONS. AGENCY- Florida State Univ., Tallahassee.
PUB DATE- 12 Dec 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accessibility (for Disabled); Career Counseling; *Career Guidance; *Career Information Systems; Career Planning; Computer Oriented Programs; Computer Software Selection; Computer Uses in Education; *Disabilities; Elementary Secondary Education; Employment Counselors; Higher Education; *Job Search Methods; *Rehabilitation Counseling
IDENTIFIERS- *Computer Assisted Career Guidance

This unannotated bibliography is intended to assist practitioners, researchers, policy makers, and system developers in identifying and locating sources of information on the design and use of computer-assisted career guidance (CACG) systems appropriate for persons with disabilities. The aim of this effort is to improve the availability and quality of career and educational services to children, adolescents, and adults. A wide variety of topics relating to CACG system design for persons with a disability and the use of CACG systems by persons with a disability are covered. Examples of topics covered are: physical disability, career indecision, and CACG use; examples of disability support in community colleges; counseling and CACGs; and computer use in vocational rehabilitation. Thirty-three references ranging from 1976-1994 represent professional journals, university produced publications, documents from the ERIC database, conference papers, and books. (JBJ)

ED 388 937 CG 026 752

Sampson, James P., Jr.; And Others

relationship between individual schools' efforts and the district's work on alternative literacy assessment; (3) balance achieved between schools' autonomy and the district's leadership in overall literacy improvement; and (4) the impact of Oregon's school reform law on the district and school literacy program improvement agenda. Appended to the first case study are a status report form, a survey instrument, learning materials, and program guidelines; appended to the second case study are learner outcomes, timelines, and a status report form. (RS)

ED 388 955 CS 012 303

Wilson, Elizabeth A.
Reading at the Middle and High School Levels: Building Active Readers across the Curriculum. ERS What We Know About Series .
PUB DATE- 95
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Intermediate Grades; *Metacognition; Middle Schools; Reading Improvement; Reading Motivation; *Reading Skills; *Reading Strategies; Secondary Education; Student Evaluation
IDENTIFIERS- Educational Issues

Based on research findings, informed opinions contained in the professional literature, and examples from school personnel of "what works," this report focuses on strategies that educators can use to improve secondary school students' reading skills and enhance interest in reading. Many of the strategies in the report are applicable across the curriculum--not just in English classes, but also in subjects such as science and social studies. Sections of the report are: (1) Introduction: Issues Surrounding Secondary School Reading; (2) Motivational Factors Related to Reading; (3) Approaches for Actively Engaging Students in Reading; (4) Metacognition: Developing Good Reading Strategies; (5) Other Techniques to Improve Reading Skills; (6) Assessment: Purposes and Approaches; (7) Issues Specific to Content Area Reading Instruction; and (8) Concluding Remarks. (RS)

ED 388 956 CS 012 305

Morris, Darrell
First Steps: An Early Reading Intervention Program.
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Intervention; Grade 1; *Low Achievement; Primary Education; Program Descriptions; Program Effectiveness; *Reading Achievement; *Reading Improvement; Reading Research; Rural Education; *Tutoring
IDENTIFIERS- North Carolina; Reading Recovery Projects

A study described and evaluated "First Steps," an intervention program for low-reading first graders that was implemented in four rural schools in western North Carolina. First Steps borrows heavily from Reading Recovery but differs significantly in the areas of pre-post assessment, tutor training, and teaching procedures. Attention was given to the program's mother's wonderful explanation to her at age 4 of what happens to people when they die and her mother's belief in angels allowed her as an adult to accept her father's death and derive some comfort from the knowledge of his ever-present loving spirit in her life. As a result of her own experiences writing this essay, she can conclude with the certainty of experience that allowing students to tap into the need to satisfy what E. B. White called the "audience of one" (that is, the author him- or herself) is the most beneficial aspect of writing the nonfiction essay. Negative attitudes about writing can be turned around in one semester if students are given the chance to explore personal writing with freedom. (TB)

ED 388 974 CS 215 106

Kenney, Keith
Building Alliances: Photojournalism Educators and Members of NPPA.
PUB DATE- Aug 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ethics; Higher Education; Liberal Arts; Mass Media; *Photography; *Photojournalism; *Publications; *Scholarly Journals; *Scholarship; *Theory Practice Relationship
IDENTIFIERS- Educational Issues; Professional Concerns; Visual Communication Education

Alliances between members of the visual communication division of the Association for Journalism and Mass Communication (AEJMC) and the National Press Photographers Association (NPPA) can be strengthened without sacrificing the basic liberal arts principles promoted by R. O. Blanchard and W. G. Christ in their book "Media Education and the Liberal Arts." For example, a new journal, "Visual Communication Quarterly," seeks to increase interest among both professionals and scholars and helps to build alliances that benefit all parties, photojournalism educators, students, and practitioners. "Visual Communication Quarterly" was launched for several reasons, but one reason was to increase the flow of information from photojournalism educators to practitioners, since no journal was fulfilling that role exactly. Two potential problems that faced the founders of this journal were: (1) obtaining funding; and (2) finding a sufficient supply of quality research. The first problem was solved when the editors of "News Photographer" agreed to absorb the costs and bind the journal as an insert in their magazine. The second problem did not seem formidable, but in fact finding quality articles is no small task. To address this problem, only 9 articles will appear in each of the 1995 issues instead of 12, though the overall length of the journal will not change. (Includes 13 notes.) (TB)

ED 388 975 CS 215 107

Grubbs, Katherine K.
Reading Community: Writing Difference.
PUB DATE- Jul 95
NOTE- 10p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (14th, University Park, PA, July 12-15, 1995).
LANGUAGE- English

Education; Fiction; Junior High Schools; *Literature
Appreciation; Student Projects; Units of Study
IDENTIFIERS- *Adam of the Road

Intended as an aid to classroom teachers, this 48-page handbook presents a literature unit based on the children's book, "Adam of the Road" by Elizabeth Janet Gray. It begins with sample lesson plans, pre-reading activities, author information, a book summary, and vocabulary lists and suggested vocabulary activities. Next, chapters of "Adam of the Road" are grouped for study into 5 sections. Each section includes quizzes, hands-on projects, cooperative learning activities, cross-curricular connections, and extensions into the reader's own life. Finally, the handbook offers culminating activities, unit test options, a bibliography of related reading, and an answer key. (SR)

ED 388 993 CS 215 135

Bolton, Angela Bean
"Dear Mr. Henshaw" by Beverley Cleary. Literature Unit.
PUB DATE- 95
NOTE- 49p.; For other literature units in this series, see CS 215 134-137.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; Childrens Literature; Class Activities; Cooperative Learning; Critical Thinking; Elementary Education; *Fiction; Junior High Schools; *Literature Appreciation; Student Projects; Units of Study
IDENTIFIERS- *Dear Mr Henshaw

Intended as an aid to classroom teachers, this 48-page handbook presents a literature unit based on the children's book, "Dear Mr. Henshaw" by Beverly Cleary. It begins with sample lesson plans, pre-reading activities, author information, a book summary, and vocabulary lists and suggested vocabulary activities. Next, chapters of "Dear Mr. Henshaw" are grouped for study into 5 sections. Each section includes quizzes, hands-on projects, cooperative learning activities, cross-curricular connections, and extensions into the reader's own life. Finally, the handbook offers culminating activities, unit test options, a bibliography of related reading, and an answer key. (SR)

ED 388 994 CS 215 136

Koogler, Pam; Foell, Carol
"The Giver" by Lois Lowry. Literature Unit.
PUB DATE- 95
NOTE- 49p.; For other literature units in this series, see CS 215 134-137.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; Childrens Literature; *Class Activities; Cooperative Learning; Critical Thinking; Elementary Education; *Fiction; Junior High Schools; *Literature Appreciation; Student Projects; Units of Study
IDENTIFIERS- *Giver (The)

Intended as an aid to classroom teachers, this 48-page handbook presents a literature unit based on the children's book, "The Giver" by Lois Lowry. It begins with sample lesson plans, pre-

The Department of Communication and the English Language Institute at Wayne State University in Detroit are one year into an experimental project in intercultural communication instruction that brings international students and metro-Detroit undergraduates into a shared classroom. The Detroit project design was partly funded by the Ford Foundation through the Wayne State Diversity Project, and is of potential use to more than 150 colleges and universities nationwide with intensive ESL (English as a Second Language) programs. The Detroit Project's experience suggests that the curricular intents and requirements of classic undergraduate intercultural communication courses can mesh well with the administrative and curricular intents of programs designed to teach English to international visitors. Further, the global student mix permits simultaneous intercultural instruction at cognitive, affective, and behavioral levels in a manner much less possible in a standard undergraduate setting. This paper describes the administration, implementation, and curriculum of the course at Wayne State University, as well as its historical antecedents elsewhere, especially in the Intercultural Communication Workshop movement of the 1970s. Contains 2 notes and 11 references. Two newspaper articles concerning the course are appended. (Author/RS)

ED 389 014 CS 509 072

Sohn, Yuri
"Hi! I'm Your Instructor...BELIEVE IT OR NOT": An Exercise Confronting Stereotypes in the First Day of an Interpersonal Communication Class.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Higher Education; Instructional Effectiveness; *Interpersonal Communication; Nonverbal Communication; *Stereotypes; *Student Attitudes; Student Reaction
IDENTIFIERS- Communication Behavior

A 25-year-old male instructor of Korean, Japanese, Hawaiian, American, and Australian background teaching predominantly 20-year-old, white students at a midwestern university developed an activity to introduce interpersonal communication to the students on the first day of class. Objectives were to develop in learners: (1) an awareness of sociopsychological processes embedded in interpersonal communication; (2) an awareness of the students' own assumptions and how they relate to interpersonal communication; (3) a greater understanding of the role of nonverbal cues; and (4) an appreciation of communicating on an interpersonal level and not stereotyping. An intern entered the class, told the students that the instructor was running late, and played an audiotape recording of the instructor, which asked the students to write down details of the instructor based on the tape recording. The instructor (who entered the classroom earlier and took a seat among the students) then walked to the front of the class and revealed that he was the instructor. Subsequent class discussion focused on issues raised in the students' writing. The 64 students who were exposed to this exercise in the Spring

This paper presents 10 units in an introductory oral communication course which utilize instructional techniques necessary for student success in attaining 15 course objectives. Each unit consists of a goal statement and sections on objectives, content description, enabling activities, and instructional resources. The time frame for instruction suggested in the paper is the first day of the semester to a point prior to the first graded assignment. In the paper's presentation of the units, teaching strategies extend to Unit 10, just before demonstrative speeches are to be delivered by the students. The paper points out that by the time all non-graded presentations have been delivered, students have actively practiced goals and objectives necessary to be proficient in their graded speeches. The teaching tips suggested in the paper serve as a guide to ensure overall class improvement during the term. (NKA)

ED 389 034 CS 509 095

Reppert, James E.
Critical Thinking Strategies for Nontraditional Students.
PUB DATE- Nov 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Field Trips; Higher Education; Instructional Effectiveness; *Mass Media; *Nontraditional Students; *Public Speaking; Research Papers (Students); *Thinking Skills; Undergraduate Students
IDENTIFIERS- *Southern Arkansas University

More than 800 students at geographically isolated Southern Arkansas University, many of whom are commuters, would be considered nontraditional students. For the most part, these individuals study harder and produce work of higher quality than many students entering college directly from high school. Critical thinking skills are especially necessary for such students, and one useful assignment is the research paper in diverse mass media courses where analysis forces students to take real world media concepts and assess underlying factors or individuals shaping them. Students can also be required to subscribe to professional media publications, both as resource material and to provide a knowledge base from experts in the field. Field trips can also aid critical thinking foundations of nontraditional broadcasting majors. In public speaking classes, nontraditional students are initially afraid of how they will be perceived by their younger colleagues, but this fear usually disappears after the first class session. The result of various broadcasting and public speaking critical thinking strategies is an increased awareness on the part of nontraditional students to ask the question, "Why?" (NKA)

ED 389 035 CS 509 098

Wilson, Edwin
The Theater Experience. Sixth Edition.
PUB DATE- 94
NOTE- 492p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

orderly environment; teach students about individual responsibility to society; prevent student behavior from disrupting the educational process; explore controversial ideas with students; and help students reflect on the role of rules. (LMI)

ED 389 053 EA 027 155

Geroy, Gary D.; Carroll, Jan B.
Analysis of Tax Breaks for Training: "A Wolf in Sheep's Clothing?" HRD & ALL Research Series. Paper 90-06.
PUB DATE- Apr 90
NOTE- 15p.; Ph.D. paper, Colorado State University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Developmental Programs; Economic Development; Federal Government; Government Role; Incentives; *Job Training; *Labor Force Development; *Public Policy; Retraining; School Business Relationship; *Tax Credits; Tax Deductions

This paper identifies federal social policy concerning tax credits as it applies to work force training--its history, participants, implications, and impact. The paper outlines five programs--the Targeted Jobs Tax Credit (TJTC) program of 1978, the National Individual Training Account Act of 1984, the Job Training Partnership Act (JTPA) of 1983, the National Training Incentives Act of 1985, and tax breaks for employee education through Section 127 of the Internal Revenue Code. A conclusion is that public policy should encourage investment in human capital. Human-resource-development professionals are potentially successful lobbyists who can assess existing and future training needs, evaluate the benefits of training in economic terms, and build coalitions among diverse publics for successful policy implementation. (Contains 18 references.) (LMI)

ED 389 054 EA 027 156

Lewis, Jonathan P.; Geroy, Gary D.
A General Overview of Bias and Validity Issues in Cross-Cultural Research. HRD & All Research Series. Paper 91-06.
PUB DATE- Aug 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Anthropology; *Comparative Analysis; *Cross Cultural Studies; Experimental Groups; Field Studies; Observation; Participant Observation; Questionnaires; *Research Methodology; *Research Problems; Sampling; *Validity

Conducting observational research in a cross-cultural context invokes a unique set of difficulties. This paper describes sources of bias and threats to validity that are specific to cross-cultural research. It describes problems of cross-cultural research designs for descriptive studies, comparative research, and experimental research and outlines techniques for dealing with problems. (Contains 12 references.) (LMI)

ED 389 055 EA 027 157

Geroy, Gary D.; Kaman, Vickie
Skills Needs Assessment Process To Support Economic Development. HRD & ALL Research Series. Paper 90-01.
PUB DATE- Oct 90

NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Compliance (Legal); Contraception; *Ethical Instruction; Homosexuality; Pregnant Students; Secondary Education; *Sex Education; Sexual Harassment; Sexual Identity; *Sexuality; Student Rights

This book provides suggestions for handling important and emotionally charged issues of sexuality in the schools. Six chapters offer information on teenage pregnancy, HIV and Acquired Immune Deficiency Syndrome (AIDS), sexual orientation, sexual harassment, and sex education. The chapters are: (1) "Introduction"; (2) "Searching for Intimacy" focusing on moral and ethical issues, dealing with the whole family, and peer relationships; (3) "HIV and AIDS in the Schools"; (4) "Other Ways Other Roads: Gay and Lesbian Students"; (5) "Gender Respect: Antidote for Teasing, Harassment, and Violence"; and (6) "For the Good of All: Sex Education" discussing responsibility, religious concerns, and legal and policy issues. (Contains 38 references.) (LMI)

ED 389 074 EA 027 182

Starratt, Robert J.
Leaders with Vision: The Quest for School Renewal.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Educational Administration; Educational Change; Elementary Secondary Education; Individual Development; *Institutional Mission; *Leadership; Organizational Climate; *Organizational Development; Principals

This book was written for teachers and principals who wish to exercise leadership in the ongoing work of school renewal. The book presents a new theory of educational leadership, examines the essential elements of leadership, and provides an indepth look at what "vision" means for educational leaders. Chapter 1 describes the roles of the principal as an agent of multiple constituencies and as the agent of the local community. Chapters 2 through 6 offer a synthesis of the elements of educational leadership from a "new vision" and from a historical point of view. Chapters 7 through 9 explore some foundational meanings such as personal formation and moral leadership that underlie the vision of educating leaders for tomorrow's schools. The book discusses the factors that can impede a school's vision and offers suggestions for overcoming them. It also discusses student leadership possibilities within the school community; how schools are affected by the larger political, economic, social, and cultural forces in society; the challenges of educating for a mature citizenship; and how these challenges speak to the moral leadership of the principal. Four figures, three tables, and an index are included. (Contains 97 references.) (LMI)

ED 389 075 EA 027 184

with more time to learn. The strategies provided in the book suggest that Title I, working with schools and communities, can contribute to enhanced learning outside of the traditional school day, work, or year. The featured programs base their activities on goals specifically set to address students' needs. Promising practices include the following: careful planning and design; links between the extended time and the regular academic program; a clear focus on using extended time effectively; a well-defined organization and management structure; parent and community involvement; a strong professional community; cultural sensitivity; a continuous search for funding; a willingness to resolve and work around obstacles; extended-time tutoring and homework-help sessions; and thoughtful evaluations of program success. (LMI)

ED 389 094 EA 027 210

Extending the Learning Time for Disadvantaged Students: An Idea Book. Volume 1, Summary of Promising Practices.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 61p.; For Volume 2, see EA 027 211. For summarizing brochure, see EA 027 209.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; After School Education; *Educationally Disadvantaged; Elementary Secondary Education; *Extended School Day; Federal Legislation; Flexible Scheduling; High Risk Students; Program Effectiveness; Program Implementation; *Time Blocks; *Time Factors (Learning)
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The Title I program, the federal government's largest elementary and secondary school program, has been redesigned in order to make improvements in the nation's poorest schools. This handbook comprises the first of two volumes that provide examples of schools and communities working together to provide children with more time to learn. The book describes promising strategies used by 14 programs to extend learning time for disadvantaged students in diverse settings. The strategies provided in the book suggest that Title I, working with schools and communities, can contribute to enhanced learning outside of the traditional school day, work, or year. The featured programs base their activities on goals specifically set to address students' needs. Promising practices include the following: careful planning and design; links between the extended time and the regular academic program; a clear focus on using extended time effectively; a well-defined organization and management structure; parent and community involvement; a strong professional community; cultural sensitivity; a continuous search for funding; a willingness to resolve and work around obstacles; extended-time programs which reinforce particular skills needed in the classroom; and thoughtful evaluations of program success. The report has three chapters. Chapter 1 presents the rationale for extended-time programs, drawing on research that examines the relationship between time and achievement for disadvantaged students. It also discusses the background and purpose of the book, describes the criteria for selecting the programs, and provides brief descriptions of the programs. The second chapter identifies promising practices newsletters from the National Alliance for the Mentally Ill. (DB)

ED 389 114 EC 304 400

Kupper, Lisa, Ed.
A Guide to Children's Literature and Disability: 1989-1994.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliotherapy; *Childrens Literature; *Disabilities; Elementary Secondary Education

This bibliography of 85 items is intended to help parents and professionals identify books that are written about or include characters who have a disability. The bibliography begins with a list of other resource guides to disability literature. The list of children's literature is then presented, grouped according to the following disabilities: attention deficit disorder, blindness, cerebral palsy, deafness, Down syndrome, learning disabilities, serious or life-threatening conditions, physical disabilities, and other disabilities. The age group or grade level for which each book is appropriate is indicated, along with publisher and publication date. (DB)

ED 389 115 EC 304 401

A Plan for the Identification of National Information Needed for Program Improvement. Draft.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Dec 92
NOTE- 36p.; Prepared by Project FORUM. For a related document, see ED 360 805.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; Federal Legislation; *Information Needs; Marketing; Models; *Needs Assessment; Planning; *Program Improvement
IDENTIFIERS- *Individuals with Disabilities Education Act; National Assn of State Dir of Special Educ

This report presents a plan of the National Association of State Directors of Special Education's Project FORUM to establish and implement the on-going process of identifying national program information needed for improving the management, administration, delivery, and effectiveness of programs and services under the Individuals with Disabilities Education Act. The report identifies issues and considerations for such a plan and explains the process used to develop this plan, including selection of strategies, the involvement of stakeholders, and determination of the activity's scope. Specific results of meetings and interviews to obtain stakeholder input into the plan are outlined. Key features of the plan, which is based on a marketing model, are described, including: (1) creation of a polling panel to provide initial and ongoing consumer input; (2) creation of an initial list of national program information needs (based on those identified by a 2-day focus group of experts); (3) verification of the list of identified needs by

The book is based upon principles of social learning. The 13 chapters are entitled: (1) Antisocial Behavior Patterns in Children and Youth: Characteristics, Causes, and Outcomes; (2) Issues and Procedural Recommendations Regarding Effective Interventions for Antisocial Behavior in School; (3) The Acting-Out Behavior Cycle of Antisocial Students in the Classroom: A Conceptual Model; (4) Strategies for Managing the Phases of Acting-Out Behavior; (5) Establishing a Schoolwide Discipline Plan; (6) Instructing and Managing the Classroom Environment; (7) An Instructional Approach to Teaching Adaptive Behavior Patterns; (8) Instruction and Managing the Antisocial Student on the Playground; (9) Social Skills: Importance and Assessment; (10) Social Skills: Implementation and Generalization; (11) Parent Involvement in the Schooling of Antisocial Students; (12) Case-Study Applications of Best Practices with Antisocial Students; and (13) School Violence, Gangs, and Safety: Toward Proactive Strategies. Appendices provide a summary of empirical investigations on antisocial behavior in school and at home, an article entitled "The Case of Judge Hargreaves: Society Is Failing Its Children, Forsaking Its Future" (by James Hargreaves) and an excerpt from an article by Carla Marinucci and Scott Winokur entitled "Generals in the War on School Violence." (Contains approximately 320 references.) (DB)

ED 389 134 EC 304 420

Price, Geraldine
The Use of Portable Computers with Dyslexic Students. Occasional Papers 26.
PUB DATE- Jul 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Assistive Devices (for Disabled); Attitude Change; *Computer Uses in Education; *Dyslexia; Educational Media; Elementary Secondary Education; Foreign Countries; *Learning Disabilities; Microcomputers; Participant Satisfaction; *Student Attitudes; Writing Skills
IDENTIFIERS- *Laptop Computers; United Kingdom

This British study evaluated the effectiveness of use of individual portable computers by seven students (from elementary through college age) having severe specific learning difficulties or dyslexia. The study also examined the impact of the machines on pupils' levels of independence and the practicalities of using the machines. This report describes the project's objectives and management, criteria for selection of students, and student preparation and machine set-up. Use of the computers was analyzed in terms of frequency of use and diversity of use. Emphasized throughout the project was student control of machine use. Frequency of use was sometimes limited by the machines' weight, as well as by individual student personality and group dynamics. Diversity of use was somewhat dependent upon the student age and type of written work expected at different stages in the educational setting. The study found that students improved substantially in their notetaking skills, attitudes toward work, attitudes toward spelling, writing skills, and keyboarding skills. Other changes included increased independence in learning style. Minimal organizational accommodations were required of the schools involved. Factors determining success of such a project are noted, along with implications of the project in terms of the relationship of computers to teaching style, handwriting in the opportunities for professional growth are influenced by both central administration and building principals; (3) role conflict and a sense of weakened autonomy are strongly related to stress and to teacher satisfaction with the current assignment; and (4) intent to leave the field of special education is strongly influenced by commitment to the field and special education experience. Figures illustrate the path analyses for each of these four findings. (DB)

ED 389 152   EC 304 439

Cegelka, Patricia; Doorlag, Donald
Personnel Preparation: Relationship to Job Satisfaction. Draft Report. Working Paper #7.
PUB DATE- 26 May 95
NOTE- 9p.; In: National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention and Attrition (Washington, DC, May 25-26, 1995); see EC 304 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consultants; *Disabilities; Elementary Secondary Education; Inclusive Schools; *Job Satisfaction; *Preservice Teacher Education; Principals; Quality of Working Life; Regular and Special Education Relationship; *Special Education Teachers; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Competencies; Teacher Morale
IDENTIFIERS- California

This paper reports findings from three studies on attrition of special education teachers, with particular focus on teachers' responses concerning their own preservice preparation in both general and special education and evaluations of their levels of preparation to perform various components of their jobs. Major findings were: (1) the four skill areas in which teachers rated themselves the least well-prepared included responding to linguistic diversity, interfacing with the core curriculum, dealing with severe behavior disorders, and collaborating/consulting with general education teachers; (2) teachers felt ill-prepared to work with general education teachers, manage disruptive behaviors, and work effectively with consultants; (3) the skill areas in which teachers felt the least well-prepared are those typically associated with operating effective inclusion/mainstreaming programs; (4) recent graduates reported a higher level of agreement between their philosophy of special education and that of their districts; and (5) teachers who had left special education or were considering doing so tended to feel at odds with district policies and directions toward mainstreaming/full inclusion. Comparison by California respondents of their preservice preparation for the required general education credential with that of their special education preparation revealed that teachers rated the quality of their special education training higher in all areas than their general education training. Special education teachers reported feeling isolated from, and unappreciated by, their general education colleagues. The degree of teacher satisfaction with principals was found to be highly correlated with decisions to remain in special education. (DB)

ED 389 153   EC 304 440

Campeau, Peggie; Pyecha, John
Strategic Planning for Special Education Teacher Retention.

typical course are appended. (NAV)

ED 389 171 FL 023 352

Palmer, Ian C.
Required Courses for Master's Degree in TESOL: A Nationwide Survey.
PUB DATE- 29 Mar 95
NOTE- 5p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Long Beach, CA, March 28-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *English (Second Language); *Graduation Requirements; Higher Education; *Language Teachers; *Masters Programs; National Norms; *Required Courses; *School Surveys; Second Language Instruction; Teacher Education

This paper reports on a study conducted to assess number of credits completed nationally for a degree in Teaching English as a Second Language, what portion were required courses, and what courses were actually required. Data were gathered by a survey mailed to 159 institutions in November 1994; 94 responses were usable that covered 39 U.S. states, the District of Columbia, and Puerto Rico. Average credits completed were 36, ranging from 27 to 75. The "typical" program was found to include at least six required courses, at least one methods and materials course; four more courses selected from linguistics, English structure, language acquisition, research methods, reading in a second language, intercultural communication, and testing/evaluation; and a practicum or internship. Literature courses or other extraneous subjects were a minuscule part of the corpus of required work, and there was never a distinction made between "syntax" and "English syntax." Particular courses are ranked by frequency of listing for the Master's degree. (NAV)

ED 389 172 FL 023 353

Stoynoff, Stephen; Sayavedra, Melinda
The Practicum in TESOL: An Integrated Model.
PUB DATE- 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Long Beach, CA, March 28-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *English (Second Language); Field Experience Programs; Higher Education; Internship Programs; *Language Teachers; Models; *Practicums; *Preservice Teacher Education; Program Descriptions; Second Language Instruction; Student Teaching

This report describes a campus-based, student-centered model for practicums for Teachers of English to Speakers of Other Languages (TESOL). It incorporates teaching and non-teaching activities and develops the self-knowledge and skills associated with effective classroom practice. The distinguishing feature of the program is the combination of and administrative issues. A 45-item bibliography is included. (MSE)

ED 389 192 FL 023 399

Hooper, Janet
"Speaking Proper": Accent, Dialect, and Identity. Occasional Papers, 22.
PUB DATE- Mar 94
NOTE- 22p.; For a related paper, see FL 023 397.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Dialects; English; Foreign Countries; *Identification (Psychology); *Language Attitudes; Language Research; Language Role; Language Variation; Oral Language; *Pronunciation; Secondary Education; *Standard Spoken Usage
IDENTIFIERS- *England

Attitudes toward usage, accent, and dialect in spoken English are examined, drawing on literature in the field and data from a British study of year 9 students' (pupils aged 13-14) language awareness. The dilemma inherent in teaching standard spoken usage while encouraging maintenance of ethnic and regional identity is examined, with attention given to ambiguity and discrepancy in some public policy and policymakers' statements, particularly in regard to national curriculum policy. Comments and discussions occurring in the mass media are also addressed, and utterances of students in the study are analyzed. It is concluded that further discussion of language attitudes, particularly concerning accent and dialect and concepts of "good" and "bad" usage is needed, and that teachers can play an important role by bringing discussion of language issues into the classroom. A brief bibliography is included. (MSE)

ED 389 193 FL 023 400

Mar-Molinero, Clare
National Identity and Language in Multi-Ethnic Latin America. Occasional Papers, 24.
PUB DATE- Jun 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Pluralism; *Ethnicity; Foreign Countries; *Identification (Psychology); Indigenous Populations; Language Attitudes; *Language Role; *Language Variation; Nationalism; Official Languages; *Spanish; Spanish Speaking; Uncommonly Taught Languages
IDENTIFIERS- *Latin America

A discussion of the relationship between national identity and language in Spanish-speaking Latin America focuses on issues concerning indigenous languages, education, and literacy. The sociolinguistic history and configuration Spanish-speaking Latin America are outlined briefly, noting the influences of indigenous populations, non-Spanish immigrant languages, the influx of African-born slaves, and the influence of English. Language policy supporting castilianization and adoption of Spanish as the official language in most countries is also reviewed. Situations in individual countries are examined briefly. A look at the situation in modern Latin America finds a persistence of Spanish colonial influences, coupled with

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Acculturation; Conversational Language Courses; *Dropout Prevention; English (Second Language); High Risk Students; High Schools; *High School Students; *Immigrants; *Limited English Speaking; Parent Participation; Parent School Relationship; Problem Solving; Program Descriptions; Program Effectiveness; School Orientation; *Spanish Speaking; *Student Adjustment

The practicum reported here addressed the difficulty some newly-immigrated Spanish-speaking, limited-English-proficient high school students experience in adjusting to a new culture, putting them at risk of dropping out of school. A program was designed for this population in a suburban high school with a substantial and increasing immigrant population. Program components included initial screening and interviews, four English classes, including a new one in conversational English, a small-group acculturation counseling program, and parent orientation workshops concerning the school system. Results of this intervention were positive for 33 of the 35 participating students; two dropped out of school. The majority of participants felt that the new conversational English course was valuable, and the counseling sessions helped students adjust to the new culture, community, and school more readily and deal with problems more effectively. Appendices include: preliminary ESL/bilingual survey (English and Spanish versions); preliminary teacher interview; follow-up ESL/bilingual survey (English and Spanish); family interviews; parent night flyers A&B (Spanish and English); 10 most-asked questions and answers; and parent-night evaluations (Spanish and English). (Author/MSE)

ED 389 214 FL 023 421

Chu, Wai Ling

Practising English Phonetic Symbols in a Communicative Way.

PUB DATE- 14 Dec 94

NOTE- 22p.; Paper presented at the Annual International Conference of the Institute of Language in Education (Hong Kong, December 1994). Text contains occasional editorial/proofreader marks penciled in.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Class Activities; Classroom Techniques; *English (Second Language); Foreign Countries; Instructional Effectiveness; Instructional Materials; Interpersonal Communication; Letters (Correspondence); *Orthographic Symbols; *Phonetics; *Phonetic Transcription; *Pronunciation Instruction; Teacher Developed Materials

IDENTIFIERS- Hong Kong; *Names; Pen Pals

Classroom exercises designed to help students learn phonetic symbols more effectively are described. The exercises were developed for use in a Hong Kong school. The idea behind their creation was that use of the symbols in communicative situations would emphasize their utility for learning English pronunciation. Each exercise uses contextualized tasks that are not limited to language learning. The first requires students to transcribe the names in a letter written to a pen pal; the second has students answer a questionnaire in an activity designed for students to get to know each other; the third processes: experience, disequilibrium, equilibrium, construction, and potentiation. The model specifies the following categories of potential leadership development program outcomes: competencies and taking action, meaning structures, the particular kind of superordinate meaning structures termed developmental stages, and holding environments. Each category must be considered when programs are planned, implemented, followed up, and/or evaluated. The model is currently being used to design a new organizational simulation to help individuals develop by responding to scenarios representative of emerging organizational issues. (The bibliography lists 70 references. Appended are a case example of applying the model to an individual in a development program and an example of one concept of stages of development.) (MN)

ED 388 766 CE 070 133

De Ciantis, Cheryl
Using an Art Technique To Facilitate Leadership Development.
PUB DATE- 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Art Activities; Classroom Techniques; *Leadership Training; Learning Activities; *Models; *Organizational Development; *Training Methods; Transfer of Training
IDENTIFIERS- *Touchstone Exercise

This book describes a training technique in which an art activity called a touchstone exercise serves as the basis of an action-oriented leadership development program. Part 1 describes the context in which the touchstone exercise was developed and details the process of setting the stage for and conducting it. Two case studies illustrating the exercise's use and participants' response to it are included. Discussed in part 2 are the following topics: effectiveness of the touchstone exercise as demonstrated by the LeaderLab Impact Study, changes in the touchstone exercise over time, common themes in touchstone representations, touchstone lessons used on the job, the touchstone exercise as a story, and resistance to artistic activities. Part 3 focuses on the use of nontraditional classrooms and includes sections on the following: roles of the artist, emotions, and program configuration in the effectiveness of nontraditional components; transferability; and art and leadership. Appendixes constituting approximately 50% of this book contain the following: detailed description of the LeaderLab program's content and structure, steps in conducting the touchstone exercise, sample touchstone stories from one group, and sample artistic methods used in organizations. Contains 22 references. (MN)

ED 388 767 CE 070 134

Kim, Kwang; And Others
Forty Percent of Adults Participate in Adult Education Activities: 1994-95. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 95

Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 59p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; *Charts; Competency Based Education; Curriculum Guides; *Graphs; Instructional Materials; Job Skills; Labor Force Development; Learning Activities; *Literacy Education; Mathematics Skills; Student Evaluation; *Tables (Data)
IDENTIFIERS- *Workplace Literacy

This workplace skills course on charts and graphs in the workplace is intended to teach students to read and make tables and graphs, make projections from charts/graphs, see trends and draw conclusions from charts/graphs and calculate totals, averages, and percentages. Introductory material includes objectives, topics, methods, and materials. The course consists of eight sessions, each of which has these components: objectives, topics, methods, materials list, and information sheets and handouts. Topics covered in the sessions include the following: tables; bar graphs; line graphs; pie charts; drawing conclusions; seeing trends; plotting information in different types of charts/graphs; and calculating totals, averages, and percentages. (YLB)

ED 388 785 CE 070 169

Burt, Lorna
Communicating Effectively in a Business Setting. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 56p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; *Business Communication; *Communication Skills; Competency Based Education; Curriculum Guides; *English (Second Language); *Grammar; Instructional Materials; Job Skills; Labor Force Development; Language Skills; Learning Activities; *Literacy Education; Nonverbal Communication; Second Language Instruction; Student Evaluation
IDENTIFIERS- *Workplace Literacy

This workplace skills course on communicating effectively in a business setting is designed to help the non-native English speaker to communicate more effectively with clients, colleagues, superiors, and subordinates. Introductory material includes a course outline and objectives. The course consists of six sessions, each of which has these components: objectives, topics, methods, evaluation, materials list, teacher tips, and information sheets and handouts. Topics covered in the sessions include the following: audiences and purposes; appropriate communication styles and tones; introductions; non-verbal cues and messages; different conversational styles; active listening skills; answering questions efficiently in question and answer sessions; and correct use of tenses of regular and irregular verbs. (YLB) groups, focus group discussions in each of Oregon's 18 professional technical education regions, and 4 indepth case studies of selected regions. It was discovered that Oregon had added new dimensions to its efforts to improve professional technical education and work force training activities and that negative attitudes toward professional technical education posed a serious barrier to implementation of the reform package. Specific conclusions were as follows: the involvement of business, industry, and labor was not extensive as it could be; there was a lack of outcome data based on uniform performance measures and standards; and a large number of high school students were not well prepared to take professional technical education courses at community colleges. The essential ingredients of exemplary practice were identified: a strong local leadership, extensive private sector involvement, emphasis on use of technology, incorporation of competency-based curriculum, effective program coordination, commitment to building staff capabilities, long-term strategic planning, and adequate resource support. (YLB)

ED 388 806 CE 070 200

Exploring the Interface. ESL/ALBE Team Teaching Project Report.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Educators; *Adult Literacy; Basic Skills; *English (Second Language); Foreign Countries; Inservice Teacher Education; *Literacy Education; Professional Development; Teacher Improvement; Teacher Workshops; Teaching Methods; *Team Teaching
IDENTIFIERS- Australia (Victoria)

An Australian project provided an inservice, team teaching program interspersed with professional development workshops for community-based practitioners in English as a Second Language (ESL) and Adult Literacy and Basic Education (ABLE). The group who participated included four ESL teachers working in community providers and four adult literacy teachers working at the Council of Adult Education. Teachers attended three workshop sessions and participated in two team teaching rounds of two classes per round. Teachers stayed with one team teaching partner for the whole process. Findings indicated all teachers involved in the project found the opportunity to visit other settings and to engage with different groups of learners to be an invaluable experience. Benefits for students were an additional teacher in the classroom and the teachers' use of an extended repertoire of teaching strategies and methodologies. Recommendations were as follows: consideration of team teaching as a viable professional development option; coherent organization of professional development targeted at regional, cross-regional, and statewide levels according to type of activity; better publicizing of existing networks to teachers; and formal recognition of diverse pathways through which teachers acquire knowledge, skills, and experience to work with adult students. (Appendixes include class profiles and project forms.) (YLB)

ED 388 807 CE 070 201

Outcomes and Pathways in Adult and Community Education.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.

Introductory material includes general guidelines/check list for users with key to symbols used to designate enhancement activities and an introduction. The guide covers three competencies: assess own qualifications concerning job requirements and personal preferences; describe characteristics that are necessary to get and hold a job; and identify and relate homemaking skills to specific jobs and careers that apply to paid employment. Materials provided for each competency include a list of learner outcomes, key ideas, definitions, facilitator strategies, and suggested learner activities. Twenty-two supplements contain information and activity sheets on the following: self-assessment; job values; fastest growing occupations, 1986-2000; fastest declining occupations, 1986-2000; employers' expectations; employability skills; accepting criticism; homemaking skills; and at-home businesses. A bibliography contains 17 items. (YLB)

ED 388 823 CE 070 218

Conserving Limited Resources. Learning Guide 14. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 53p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Behavioral Objectives; Competency Based Education; *Conservation (Environment); Conservation Education; *Consumer Education; Depleted Resources; Family Work Relationship; Fuel Consumption; *Home Economics; *Homemaking Skills; Instructional Materials; Learning Activities; *Natural Resources; Recycling; State Curriculum Guides; Teaching Guides; Wastes
IDENTIFIERS- Illinois

This learning guide on conserving limited resources is part of a series of learning guides developed for competency-based adult consumer and homemaking education programs in community colleges, adult education centers, community centers, and the workplace. Focus is on the connections among personal, family, and job responsibilities so that these aspects of living will complement each other. Introductory material includes general guidelines/check list for users with key to symbols used to designate enhancement activities and an introduction. The guide covers four competencies: identify resources available to individuals and families; identify use and misuse of resources; determine how use of resources affects the environment and their availability; and apply principles of conservation in consumption practices. Materials provided for each competency include a list of learner outcomes, key ideas, definitions, facilitator strategies, and suggested learner activities. Twenty-four supplements contain information and activity sheets on the following: personal resources, goals, environmental crisis, earth-friendly shopping, solid waste, garbage, lifestyle options, recycling, and labels. A bibliography contains 67 items. (YLB)

ED 388 824 CE 070 219

Assisting the Elderly and Individuals with Disabilities. Learning Guide 15. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield.

Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 65p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competence; *Competency Based Education; *Conservation (Environment); *Conservation Education; *Consumer Education; *Home Economics; Learning Activities; Pretests Posttests; *Resource Allocation; Secondary Education; Self Evaluation (Individuals); State Curriculum Guides; Teaching Guides
IDENTIFIERS- Illinois

This competency-based secondary learning guide on conserving limited resources is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. The following competencies are addressed: identify resources available to individuals and families; identify use and misuse of resources; determine how use of resources affects the environment and their availability; and apply principles of conservation in consumption practices. Twenty-four supplements contain information and activity sheets on the following: goal analysis, decision making, environmental effects, limited resources, earth-friendly shopping, alternative home maintenance products, solid waste, garbage, lifestyle options, recycling, environmental symbols, and labels. Concluding the guide is a 55-item bibliography. (MN)

ED 388 840 CE 070 235

Assisting the Elderly and Individuals with Disabilities. Secondary Learning Guide 15. Project Connect. Linking Self-Family-Work.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 71p.; For related guides, see CE 070 204-234.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competence; *Competency Based Education; *Disabilities; Elder Abuse; *Family Life Education; *Helping Relationship; *Home Economics; Learning Activities; *Older Adults; Pretests Posttests; Secondary Education; Self Evaluation (Individuals); State Curriculum Guides; Teaching Guides
IDENTIFIERS- Illinois

This competency-based secondary learning guide on assisting the elderly and individuals with disabilities is part of a series that are adaptations of guides developed for adult consumer and

NOTE- 307p.; For the 1992 manual, see ED 353 858.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Career Development; *Career Education; Coping; Critical Thinking; English (Second Language); English Instruction; High School Equivalency Programs; *Instructional Material Evaluation; *Instructional Materials; *Literacy Education; Mathematics; Reading Skills; Sciences; Social Studies
IDENTIFIERS- General Educational Development Tests

This Learning Resources Evaluation Manual (LREM) contains evaluations of 160 instructional products listed in the 1994 supplement to Virginia's Adult Education Curricula Resource Catalog. A table of contents lists topics/subjects and page numbers. Some titles that are useful under more than one category are cross-listed for easy reference. These topics are included: career development/education; coping/survival skills; critical thinking; English (grammar and usage, writing, spelling); English as a Second Language (ESL); General Educational Development (GED) (interpreting literature and the arts, mathematics, science, social studies, writing skills); mathematics; pre-GED; reading; science/health and nutrition; and social studies (government, history, citizenship). The evaluation for each title is in a two-page format. The first page includes general information (name, copyright date, price, address, value); format of materials; comments; and readability level. The second page is a completed copy of the Checklist for Evaluating Instructional Materials. Sections include goals and objectives; validity; content of materials; objectivity; components and organization; teacher materials; and summary and recommendations. A directory of publishers is appended. (YLB)

ED 388 859   CE 070 276

Matias, Zipura Burac; And Others
Profiles and Best Practices: Exemplary Vocational Special Populations Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Career Education; *Demonstration Programs; *Disabilities; Learning Disabilities; Nontraditional Occupations; Postsecondary Education; Program Descriptions; Secondary Education; *Special Needs Students; *Vocational Education

This monograph presents information about programs identified during the 1992, 1993, and 1994 national searches for exemplary vocational education programs. Background information on the search is presented in the first section. The second section provides a description of the 20 exemplary program components and best practices for each component. This section discusses emerging characteristics and other commonalities that exemplary programs share. The third section contains a brief description of the recognized exemplary programs with an emphasis on outcomes and best practices from each program. Each description employability skills (competencies) needed to enter building climate control occupations. The competencies are clustered into 12 units that cover the following topics: fundamental concepts of human comfort; fundamental concepts of the refrigeration cycle; fundamental concepts of electricity; basic safety procedures; basic shop practices and tools; preventive maintenance; installing refrigeration and air-conditioning equipment; troubleshooting refrigeration and air-conditioning equipment; servicing and repairing refrigeration and air-conditioning equipment; installing heating systems; troubleshooting heating systems; and servicing and repairing heating systems. In addition, employability competencies are grouped into 12 units: career development; decision making and problem solving; work ethic; job-seeking skills; job retention and career advancement skills; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items, core items essential for entry-level employment, and items needed to advance in heating, ventilation, air-conditioning, and refrigeration occupations. The OCAP guide also contains an academic job profile based on the Work Keys system that identifies the level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic competencies in communication, mathematics, and science that all students should master; and a specific list of academic competencies needed for heating, ventilation, air-conditioning, and refrigeration occupations . (KC)

ED 388 876 CE 070 294

Masonry. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 64p.; For other related profiles, see CE 070 281-293.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Development; *Competence; Competency Based Education; Construction Materials; *Employment Potential; Entry Workers; *Job Skills; *Masonry; *Occupational Information; Postsecondary Education; Secondary Education
IDENTIFIERS- DACUM Process; Ohio

This Occupational Competency Analysis Profile (OCAP) for masonry occupations contains a competency list verified by expert workers and developed through a modified DACUM (Developing a Curriculum) involving business, industry, labor, and community agency representatives from Ohio. This OCAP identifies the occupational, academic, and employability skills (competencies) needed to enter masonry occupations. The competencies are clustered into 12 units that cover the following topics: safety; masonry materials; materials preparation; laying brick and block; jointing; blueprint reading, record keeping, and estimating; job site preparation; masonry construction; reinforced concrete masonry; special masonry applications; chimney and fireplace construction; and basic welding and cutting. In addition, employability competencies are grouped into 12 units: career development; decision making and problem

Watts, Tony
New Models of Learning, Work and Careers: An International Perspective.
PUB DATE- 28 Apr 94
NOTE- 24p.; Keynote address presented at the "What Works?" Conference (Toronto, Ontario, Canada, April 28-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Awareness; *Career Counseling; *Career Development; Career Education; Career Planning; Decision Making Skills; Employment Potential; Employment Services; Foreign Countries; *Guidance Programs; *Job Skills; Labor Education; Outcomes of Education; Schools; Unemployment
IDENTIFIERS- England; United Kingdom

The growing interaction between education, careers, and the nature of work is explored in this document and examples of this interaction are provided. The implications of these changes are explored in relation to guidance services and career counseling. New developments in career counseling are presented as well as strategies for improving guidance and career development services. A theoretical account of future trends in the nature of work is also included in the document. Contains 24 references. (SR)

ED 388 896 CG 026 522

Arnow, Jan
Teaching Peace: How To Raise Children To Live in Harmony--Without Fear, Without Prejudice, Without Violence.
PUB DATE- Oct 95
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bias; Children; Childrens Television; *Conflict Resolution; Critical Thinking; Cross Cultural Training; Cultural Pluralism; Elementary Secondary Education; *Mass Media; *Multicultural Education; Peace; Peer Influence; *Prosocial Behavior; Racial Bias; Self Esteem; Sex Bias; Sex Differences; Stereotypes; Violence

This guide presents a hands-on approach to teaching children the values that will help them live in today's changing world. Parents and teachers are given practical ways to combat prejudice and discourage hatred and violence. Part 1 discusses the roles of the home and family, focusing on conditioning for hatred and violence as it occurs through war toys, video games, and the mass media. A second chapter contains suggestions for evaluating the literature a child reads. Part 2 focuses on the school, with the section's first chapter devoted to the school climate and the need for a supportive setting. Growing up equal is the focus of the section's second chapter, with emphasis on gender fairness and equality. The third chapter of part 2 describes parent participation with teachers. Part 3 moves to encompass home, school, and the community, beginning with a discussion of multiculturalism in the community and the school, and an exploration of communicating across cultures. Many of the strategies for promoting peace are based on building self-esteem and the confidence to resist peer pressure. (Contains 90 resources, a list of key words, and 170 references.) (SLD)

PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; Art Expression; *Art Products; *Art Therapy; *Case Records; *Codes of Ethics; Counseling; Counselors; Information Storage; Legal Responsibility; *Ownership; Record Keeping; Therapy

Possibly one of the most confusing and controversial aspects of the practice of art therapy has been the maintenance, storage, and disposition of client art expressions. The AATA (American Art Therapy Association) Code of Ethics for Art Therapists and its 1994 revision, "Ethical Standards for Art Therapists," are critiqued. There has been difficulty in ascertaining from the 1994 statement whether art expressions are considered "treatment records" per se, and if they are, whether they must be retained for the stipulated 7-year period. The issue of whether the client owns the art or if it constitutes a medical record has been controversial. Record-keeping involving art expressions in the form of slides, photographs or photocopies can be problematic. Often art created in treatment is extensive, and the question of how completely to reproduce the art is problematic. While an ethical code must be compliant with existing laws and regulations, this article calls for the continued exploration of the significance, meaning and impact of art expression in the lives of clients. (JBJ)

ED 388 917 CG 026 662

Violato, Claudio; Travis, Leroy
Advances in Adolescent Psychology.
PUB DATE- 95
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Achievement; *Adolescent Development; *Adolescent Literature; Adolescents; Behavior Development; Behavior Theories; Delinquency; *Developmental Psychology; Early Adolescents; Foreign Countries; Late Adolescents; Mass Media Effects; Secondary Education; Suicide; Teacher Student Relationship; Youth

Adolescence is a multiplicity of events, experiences, behavior, people, and cultural meanings. This book attempts to provide detailed and in-depth analysis of the central issues related to adolescent psychology, while taking this multiplicity into account. A comprehensive representation of the topic is provided through integration of historical, socio-political, and empirical research with theories on adolescence. Following an introduction, the text is divided into four sections: (1) Fundamentals encompassing theories of adolescence, history of adolescence, and Skinner, behaviorism and adolescence; (2) The Content of Adolescence dealing with culture mass media, youth, and adolescence in English literature; (3) Nature of Adolescence discussing long-term implications of childhood attachments, and anger and sadness experiences in late adolescence; and (4) Problems in Adolescence including suicide, delinquency, childhood sexual abuse, and creativity, intelligence and achievement. Contains 36 tables, 6 figures, and a short index. Each chapter contains numerous references.

Computer-Assisted Career Guidance Bibliographies.
PUB DATE- 12 Dec 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Counseling; *Career Guidance; *Career Information Systems; Career Planning; *Computer Oriented Programs; Computer Software Selection; Computer Uses in Education; Elementary Secondary Education; Employment Counselors; Evaluation; Higher Education; *Job Search Methods
IDENTIFIERS- *Computer Assisted Career Guidance

This document consists of nine separate unannotated bibliographies on the subject of "Computer-Assisted Career Guidance (CACG)" systems: (1) "Research and Evaluation" contains 176 references (1971-1994) covering investigations of how one or more CACG systems have met the needs of various populations. The remaining eight bibliographies cover specific CACG systems, as follows: (2) "Career Information System" and "Occupational Information Access System" (69 references, 1965-1994); (3) "Career Visions" and "Wisconsin Career Information System" (7 references, 1994); (4) "Choices" (68 references, 1976-1994); (5) "Coin" (14 references, 1981-1994); (6) "Modular C-Lect" (18 references, 1977-1994); (7) "Discover and "Visions" (150 references, 1974-1994); (8) "Guidance Information System (GIS)" (41 references, 1976-1994); (9) "System of Interactive Guidance and Information (SIGI)" (194 references, 1956-1994). (JBJ/WTB)

ED 388 938   CS 012 185

Ruiz, Luz I.
An Anti-Bias Children's Literature-Based Reading Program.
PUB DATE- 95
NOTE- 41p.; Course Project, Pennsylvania State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Childrens Literature; *Curriculum; Elementary Education; *Language Arts; *Multicultural Education; Program Development; *Reading Instruction; Reading Programs; *Social Bias
IDENTIFIERS- Trade Books

This paper presents a Reading/Language curriculum for grades K-4 (but adaptable to middle and high school students) which is anti-bias and literature-based. It is intended to help educators use high-quality multicultural children's literature as a medium for reading instruction, and to show all students why discrimination is harmful, and how bias can be overcome. The paper's first section presents the curriculum rationale, discussing program design, anti-bias definition, field test and population, goals of the program for students, essential components of the program, and selection of materials to accomplish program goals. The second section discusses instruction. Assessment of students as well as program assessment and evaluation are addressed in the third section. Next, creating an anti-bias environment is dealt with, and the final section outlines goals for the collaboration of all educators involved in children's reading success; for the participation of school board, principal, and other school administrators; and for parental participation in the curriculum. Appendixes contain materials which present essential elements of an effective school children's anti-bias program; a definition of multicultural education; some sequential implementation across the school year, information provided on the selection of tutors, initial screening of first graders, tutor training procedures, content of the tutoring lessons, and end-of-year- results. Results indicated that in four of the five classrooms, First Steps was successful in helping low-readiness first graders learn to read. (Contains 20 references, 7 tables, and 2 figures of data.) (RS)

ED 388 957 CS 012 306

Robinson, Richard D., Ed.; And Others
Issues and Trends in Literacy Education.
PUB DATE- 96
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Annotated Bibliographies; Educational Technology; Elementary Education; *Literacy; *Phonics; Reading Materials; Spelling; *Spelling Instruction; *Student Evaluation; Vocabulary Development; *Whole Language Approach
IDENTIFIERS- Educational Issues; *Emergent Literacy; National Standards

Developed with practicing teachers in mind, this book presents reprints of 22 articles and excerpts from longer works that deal with the most significant trends and issues facing literacy educators--whole language, phonics, literacy materials, emergent literacy, spelling, assessment, content literacy, vocabulary instruction, national standards, and technology. One chapter in the book is devoted to each topic, and each chapter presents a brief introduction to the topic, the article or excerpt, an annotated bibliography, and suggestions for further involvement. The book begins with an introductory chapter on the field of literacy education. Articles or excerpts in the remaining 10 chapters are "Blending Whole Language and Systematic Direct Instruction" (Dixie Lee Spiegel); "Realities of 'Whole Language'" (Sean A. Walmsley and Ellen L. Adams); "Saying the 'p' Word: Nine Guidelines for Exemplary Phonics Instruction" (Steven A. Stahl); "Acquiring Literacy Is Natural: Who Skilled Cock Robin?" (Kenneth S. Goodman); "What Kind of Phonics Instruction Will We Have?" (Patricia M. Cunningham); "Basal Readers and the State of American Reading Instruction: A Call for Action" (The Commission on Reading, National Council of Teachers of English); "The Basalization of America: A Cause for Concern" (Constance Weaver); "An Attack on Basal Readers for the Wrong Reasons" (Patrick Groff); "Emergent Literacy: New Perspectives" (William H. Teale and Elizabeth Sulzby); From: "A Talk with Marilyn Adams"; "Toward an Embedded Model of Spelling Instruction for Emergent Literates" (John F. O'Flahavan and Renee Blassberg); From: "Teaching Spelling" (Edmund H. Henderson); From "Beginning to Read: Thinking and Learning about Print" (Marilyn J. Adams--A Summary by Steven A. Stahl and others); "Putting It All Together: Solving the Reading Assessment Puzzle" (Roger Farr); "Research Currents: What Is and What Might Be in Evaluation" (Marie M. Clay); From: "Teaching Content Reading and Writing" (Martha Rapp Ruddell); "Content Literacy: A Definition and Implications" (Michael C. McKenna and Richard D. Robinson); "Incidental vs. Instructional Approaches to Increasing Reading Vocabulary" (William E. Nagy and Patricia A. Herman); "Vocabulary Development in the Whole Literacy Classroom" (Camille L. Z. Blachowicz and John J. Lee); "Developing Democratic Voices" (Patrick Shannon); "Launching a Revolution in Standards and Assessments" (Diane Ravitch); and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Individualism; *Self Concept; *Writing (Composition); *Writing Instruction; *Writing Teachers
IDENTIFIERS- *Community Identity; Composition Theory; *Conference on Coll Composition and Communication; Secular Humanism; Social Constructivism

Reading the speeches each year of the program chair of the Conference on College Composition and Communication gives the reader a concrete notion of how the field has been perceived and constructed by these leaders in composition. The more recent articles also construct a surprisingly unified and stable identity for the field which is premised on both a liberal humanist subject and a belief in communitarianism. All of these authors are positing a unity at some cost, however, a unity that bleeds out difference in theory, in practice, and in process. In an effort throughout the past decade to move away from notions of individualism and the individual writer, these writers have moved decisively to perpetuate a belief in the power of community. Difference is then lost in the name of pluralism and community. As Lester Faigley and Iris Young suggest, moving from the relativistic rhetoric of individualism to an argument for communities does not represent any progress away from the modernist belief in liberal humanism. Faigley writes that "like the concept of the autonomous subject that denies difference among people by positing an underlying rational unity for every individual, the concept of community performs an analogous denial by presenting the fusion of its members as the ideal." Analysis of two speeches from recent years, that of Maxine Hairston (1985) and Lee Odell (1986) show in more detail how community is used in constructions of composition studies. (TB)

ED 388 976 CS 215 109

Moran, Michael G.
Frank Aydelotte and the Oxford Method of Teaching Writing in America.
PUB DATE- Jul 95
NOTE- 15p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (14th, University Park, PA, July 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Educational History; Higher Education; *Honors Curriculum; Humanism; *Humanistic Education; *Literature; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Aydelotte (Frank); *Composition Literature Relationship; Indiana University; Massachusetts Institute of Technology; Swarthmore College PA; Writing to Learn

In the early years of this century, Frank Aydelotte contributed to higher education by teaching at Indiana University and at Massachusetts Institute of Technology (MIT), and by serving as President of Swarthmore. In 1908, Aydelotte accepted his first major academic position at Indiana University, after completing his education at Oxford, England. Here he developed his "thought approach" to teaching writing. Convinced that Indiana's Harvard-influenced freshman English course was less than effective, Aydelotte combined two courses, freshman writing and freshman survey, into a single course. In this reading activities, author information, a book summary, and vocabulary lists and suggested vocabulary activities. Next, chapters of "The Giver" are grouped for study into 5 sections. Each section includes quizzes, hands-on projects, cooperative learning activities, cross-curricular connections, and extensions into the reader's own life. Finally, the handbook offers culminating activities, unit test options, a bibliography of related reading, and an answer key. (SR)

ED 388 995 CS 215 137

Holzschuher, Cynthia
"Pocahontas" by Ingri and Edgar Parin d'Aulaire. Literature Unit.
PUB DATE- 95
NOTE- 49p.; For other literature units in this series, see CS 215 134-136.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Class Activities; Cooperative Learning; Critical Thinking; Elementary Education; *Literature Appreciation; Student Projects; Units of Study
IDENTIFIERS- *Historical Background; *Pocahontas (d Aulaire)

Intended as an aid to elementary school teachers, this 48-page handbook presents a literature unit based on the children's book, "Pocahontas" by Ingri and Edgar Parin d'Aulaire. It begins with sample lesson plans, a unit planner, getting to know the book and author, and suggestions for using the unit activities. Next, a section offers unit activities focusing on language arts, including pocket chart activities, story questions, patterns and props, sequence strips, a story map, and a Pocahontas pictionary. The next section contains unit activities that focus on related curriculum, including making a graph, Jamestown math, Indian and English diets, a look at Jamestown in 1607, Venn diagram, map making, art activities, and musical instruments. Finally, the handbook offers culminating activities (including an Indian feast, juggling, readers' theater, and a Pocahontas game), a bibliography, and an answer key. (SR)

ED 388 996 CS 215 139

Tompkins, Patrick
Information Literacy: Real Writers, Real Research.
PUB DATE- Mar 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Learning; *Freshman Composition; Higher Education; *Information Literacy; Research Methodology; *Research Papers (Students); *Research Projects
IDENTIFIERS- Virginia (Richmond); Writing Contexts

The decision to organize English 112 courses around a research project entitled "A Survey of the Freshman Composition Requirement at Richmond Area Colleges and Universities" resulted from concerns as the fall of 1993 approached. English 112 emphasizes the study of literature and the production of a research paper that presents an argument by paraphrasing of 1995 were asked to respond anonymously to questions regarding the exercise. Major themes that emerged were stereotyping (including how strongly some stereotypes are embedded); vocalics (such as how vocalics influenced people's thoughts); introduction to later material in the course; and icebreaker (indicating that the exercise was a creative introduction to the class. The exercise, or some variation, can be used in any interpersonal or intercultural communication course. (RS)

ED 389 015 CS 509 073

Essex, Christopher, Comp.; Smith, Carl B., Ed.
The Internet and the K-12 Classroom. Hot Topic Guide 58.
SPONS. AGENCY- Indiana Univ., Bloomington. School of Education.
PUB DATE- Nov 95
NOTE- 94p.; Published by EDINFO Press.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Class Activities; *Computer Mediated Communication; *Computer Networks; *Computer Uses in Education; Elementary Secondary Education; Independent Study; Workshops
IDENTIFIERS- *Internet

One of a series of educational packages designed for implementation either in a workshop atmosphere or through individual study, this Hot Topic guide presents a variety of materials to assist educators in designing and implementing classroom projects and activities centering on the topic of the Internet and the K-12 classroom. The Hot Topic guide contains guidelines for workshop use; an overview of the Internet and the K-12 classroom; and 6 articles (from scholarly and professional journals) and ERIC documents on the topic. A 40-item annotated bibliography of items in the ERIC database on the topic is attached. (RS)

ED 389 016 CS 509 074

Myers, Scott A.
Exploring the Assimilation Stage of GTA Socialization: A Preliminary Investigation.
PUB DATE- Nov 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Communication Research; *Graduate Students; Higher Education; *Socialization; *Student Attitudes; Student Surveys; *Teaching Assistants
IDENTIFIERS- Communication Behavior; Research Suggestions

A preliminary study explored the components of the assimilation stage of graduate teaching assistant (GTA) socialization. Subjects, 64 GTAs attending a large midwestern university, completed 4 survey instruments concerning their attitudes on mentoring and communication support, information seeking strategies, teacher communication concerns, and organizational

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Audiences; Higher Education; *Playwriting; *Production Techniques; *Theater Arts; Undergraduate Students
IDENTIFIERS- Genre Studies; Historical Background; *Response to Theater; *Theater History

Based on the idea that the focus of theater is human beings and thus that theater can be related to experiences already familiar to students, this book aims to provide both instructors and students with informative, incisive, and pleasurable knowledge about the theater. The book is divided into 6 parts and subdivided into chapters within each part. The parts of the book are: Part 1--The Audience (includes chapters on the role of the audience and the audience's relationship to criticism); Part 2--The Performers and the Director (includes chapters on stage acting and the director and the producer); Part 3--The Playwright: Purpose, Point of View, and Genre (includes chapters on tragedy, comedy, tragicomedy, and musical theater); Part 4--Dramatic Structure and Dramatic Characters (includes chapters on conventions of dramatic structure and dramatic characters); Part 5--The Designers: Environment and Visual Elements (includes chapters on scenery, stage costumes, lighting, and sound); and Part 6--The Total Experience. Appendixes contain material on technical terms, major theatrical forms and movements, a historical outline, theories of comedy and tragedy, and realism and nonrealism. (NKA)

ED 389 036 CS 509 100

Winsor, Jerry L.; And Others
Assessment as a Unifier of Teaching and Research.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Constructivism (Learning); *Educational Assessment; Educational Change; *Evaluation Methods; Higher Education; Learning Processes; Portfolio Assessment; *Student Evaluation; *Total Quality Management
IDENTIFIERS- Capstone Programs; *Central Missouri State University

The convergence of the teaching as assessment movement and Total Quality Management (TQM) has implications for higher education, and communication department should adapt their pedagogy to the best of the thrusts in higher education. The Department of Communication at Central Missouri State University contains 2 of the original 10 programs that started the TQM-driven "Continuous Process Improvement" on that campus. Current models of learning, stemming from cognitive psychology, emphasize the constructivist view that the student must be an active participant in the learning process. The assessment as learning and TQM convergence may suggest to faculty that a university degree should be granted only when agreed-upon abilities can be demonstrated. The movement from an emphasis on competition to a stated curriculum of cooperative, problem-solving activities coupled with collaborative learning approaches will be a challenge for faculty. Assessment should not be an end in itself and should be based upon the notion that learning is

NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Adult Learning; *Job Analysis; Job Skills; *Labor Force Development; Needs Assessment; Retraining; *Strategic Planning; *Task Analysis

The purpose of skills-training needs-assessment is to identify what type of skills and knowledge are needed to support economic strategies and, as a result, improve organizational decisionmaking related to training investments and general work force development. This paper presents findings of 11 skills-retraining, needs-assessment, action-research studies, which were conducted from 1987 to 1989. The studies sought to gather information about skills-needs-assessment processes, their supporting theoretical bases, and work force training and deployment-decision paradigms. The studies involved six organizations, two industries, and two regional planning efforts. The paper describes a set of interactive issues that relate to locus and type of control, purposes, and type of needs-assessment intervention. It also identifies decision-making paradigms to support work force training and redeployment. Four hypotheses were supported, which conclude that a skills-assessment process should: (1) be client-centered, pragmatic, and focused on utility outcomes; (2) have generalizable, practical outcomes; (3) be grounded in economic, research, and systems theories; and (4) show a relationship between the data and decisions to support work force training. Five figures are included. Appendices contain case-study profiles of the 11 organizations and commonly used decision-making paradigms. (LMI)

ED 389 056 EA 027 158

Hirth, Marilyn A.; Mitchell, Richard C.
An Indiana Investigation of the Impact of Expenditures & Socioeconomic Status on Student Achievement: Does Money Matter?
PUB DATE- Aug 95
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Williamsburg, VA, August 8-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Access to Education; Educational Finance; Elementary Secondary Education; *Expenditure per Student; Expenditures; Finance Reform; *Resource Allocation; School District Spending; School Funds; *Socioeconomic Status
IDENTIFIERS- *Indiana

The education-production function has become the dominant paradigm for analyzing the effects of education resources on student outcomes. This paper presents findings of a study that investigated the education-production function and its relationship to educational policymaking. Fiscal data and student-achievement test scores for Indiana during the 1993-94 school year were analyzed using Fortune and O'Neil's (1994) methodology as an alternative to traditional production-function analysis. The model uses t-tests for determining significance and comparing homogeneous subgroups. Although the alternative methodology is more likely to reveal relationships between inputs and outcomes, the Indiana data revealed no significant relationships between expenditures and student

Daniel, Tabitha Carwile; Terry, Kay W.
Multiage Classrooms by Design: Beyond the One-Room School. The Practicing Administrator's Leadership Series. Roadmaps to Success.
PUB DATE- 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Age Groups; Classroom Techniques; Cross Age Teaching; Elementary Education; Heterogeneous Grouping; *Mixed Age Grouping; *Multigraded Classes; Public Relations; Self Directed Groups; *Student Development; *Teacher Role

This guidebook integrates basic strategies for developing a multiage-classroom design. The book begins by describing developmentally appropriate practice (DAP), which is based on a curriculum and an instructional-delivery methodology that address the physical, social, intellectual, emotional, and aesthetic needs of young students. Students are thus permitted to move through an integrated curriculum at their individual pace. Chapter 1, "The One-Room School Revisited," provides a historical look at multiage grouping as practiced during the days of the one-room schoolhouse, and compares the one-room schoolhouse with today's multiage classrooms. Chapter 2, "Planning for Multiage Instruction: The Teacher's Role," explores the multiple roles and responsibilities of teachers in multiage classrooms, providing information on curriculum planning, instructional delivery systems, classroom organization and management, student self-directed learning, and peer tutoring. The third chapter, "Inside a Multiage Classroom: The Physical Arrangement," outlines the physical arrangements required to provide an effective environment for learning in a multiage classroom, and the fourth chapter, "Guiding and Managing: The Administrator's Role," sketches the roles and responsibilities of the principal. The final chapter: "the Multiage Classroom: Questions and Comments," presents comments from teachers, principals, parents, and community members about their perceptions of multiage classrooms. (Contains 20 annotated references and 30 references.) (LMI)

ED 389 076 EA 027 185

Williams, Marium
Virtual Reality in Educating Leaders: First Renew the Professor.
PUB DATE- Dec 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Education; College Instruction; *Cooperative Learning; *Educational Administration; *Educational Change; Higher Education; Instructional Improvement; *Instructional Innovation; *Problem Solving; Self Directed Groups; Theory Practice Relationship

Despite demands for innovative classroom techniques, many educational-administration professors continue to use the associated with these programs, the challenges they face, and the solutions that some have found. The third chapter draws conclusions about extending learning time for disadvantaged students. (Contains 59 references.) (LMI)

ED 389 095 EA 027 211

Extending the Learning Time for Disadvantaged Students: An Idea Book. Volume 2, Profiles of Promising Practices.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 102p.; For Volume 1, see EA 027 210. For summarizing brochure, see EA 027 209.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; After School Education; *Educationally Disadvantaged; Elementary Secondary Education; *Extended School Day; Federal Legislation; Flexible Scheduling; High Risk Students; Program Effectiveness; Program Implementation; *Time Blocks; *Time Factors (Learning)
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The Title I program, the federal government's largest elementary and secondary school program, has been redesigned in order to make improvements in the nation's poorest schools. This handbook comprises the second of two volumes that provide examples of schools and communities working together to provide children with more time to learn. The book includes detailed profiles of 14 programs that extend learning time for disadvantaged students in diverse settings. The featured programs base their activities on goals specifically set to address students' needs. Each of the program descriptions provides information on school context and major program features such as academic focus, organizational management/structure, professional environment, funding, parent and community involvement, cultural inclusiveness, and assessment and accountability. Implementation issues and evidence of program success are also highlighted. The programs illustrate how Title I, working with schools and communities, can contribute to enhanced learning outside of the traditional school day, work, or year. Appendices contain contact information, a list of planning resources, and a planning/implementation checklist. (LMI)

ED 389 096 EA 027 345

Riley, Richard W.
Education: The Gateway to America's Future.
PUB DATE- 28 Feb 96
NOTE- 13p.; Annual Address of the U.S. Secretary of Education on the State of American Education (3rd, St. Louis, MO, February 28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; College Admission; Educational Innovation; *Educational Objectives; *Educational Quality; Excellence in Education; *Family School Relationship; Public Education; *Role of Education; School Choice; School Security;

the polling panel; (4) prioritization of the categories of identified needs by a selected subgroup of the polling panel using a Delphi process; and (5) periodic re-evaluation of the proposed process for identifying national program information needs. Also noted are additional recommendations for consideration by the Office of Special Education Programs. Appendices include a paper by Cynthia L. Warger entitled "A Draft Background Paper Outlining a Process for Identifying Information That is Needed To Improve Programs for Students with Disabilities"; background information for meeting participants; a meeting agenda; and an initial list of national program information needs. (DB)

ED 389 116 EC 304 402

Leading and Managing for Performance: An Examination of Challenges Confronting Special Education.
PUB DATE- Nov 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Agency Cooperation; Change Agents; Change Strategies; Delivery Systems; *Disabilities; *Educational Change; *Educational Objectives; *Educational Policy; Elementary Secondary Education; National Organizations; *Role of Education; *Special Education; Teacher Role
IDENTIFIERS- National Assn of State Dir of Special Educ

This paper attempts to define the role of special education and special educators in current educational reform efforts and to provide direction to the National Association of State Directors of Special Education (NASDSE), by reviewing current reform initiatives in the context of the past, present, and future of educating children with disabilities. First, common elements in the educational reform movement are identified, with emphasis on development of a performance-based educational system. The history of special education policy and performance within the legal context is reviewed. The present environment is seen as fostering a stagnant service delivery system that limits opportunities to develop creative solutions to problems of policy and practice. A clear national, public demand for accountability and reform and a general dissatisfaction with public education is seen as pushing special education into a reactive posture. Special education is seen as doing no better or worse than the rest of education in producing measurable results. Principles which underlie the special educators' role in school reform are identified, stressing the promotion of collaborative intra- and inter-agency relationships, broad-based community support, collective responsibility for learning, and advocacy for students and families. The change from an input system to a performance-based system is felt to require that educators address the continued protection of students with disabilities and the provision of greater flexibility in special education in the areas of certification, administration, service delivery, and finance. Initiatives and strategies in the following areas are urged: prevention/early intervention, inclusive schooling, school-based/school-linked health and social services, technology, personnel preparation, identification of performance standards and assessment strategies, and decentralization. (Contains 14 references.) (DB)

ED 389 117 EC 304 403

National Curriculum, and requirements for "written" assessment. (Contains 22 references.) (DB)

ED 389 135 EC 304 421

Strassman, Barbara K.
Metacognition and Reading in Children Who Are Deaf: A Review of the Research.
PUB DATE- 95
NOTE- 20p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Deafness; Elementary Secondary Education; *Metacognition; *Reading Instruction; *Reading Strategies; Teaching Methods

This paper provides a review and synthesis of the research literature on metacognition and reading in children who are deaf and draws implications of the research for classroom instruction. The review is organized into three categories of studies: descriptive, correlational, and intervention research. The review also includes research on word awareness, an aspect of metalinguistics associated with reading achievement. The review identifies three trends. First, the research suggests that current instructional practices used to teach reading to deaf children might actually hinder their development of mature metacognitive strategies; second, skilled deaf readers resemble skilled hearing readers in their use of reading strategies; and third, deaf students can benefit from metacognitive strategy instruction. An attached table provides comparative data on the major studies reviewed. (Contains 33 references.) (DB)

ED 389 136 EC 304 423

Peniston, Lorraine C.
Determining the Leisure Needs of People Having Disabilities: Commonwealth of the Northern Mariana Islands Needs Assessment Survey Report.
PUB DATE- 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); Agencies; Community Recreation Programs; Delivery Systems; *Disabilities; Elementary Secondary Education; Foreign Countries; Higher Education; *Leisure Time; *Needs Assessment; Program Evaluation; *Recreational Programs; Social Integration; Surveys
IDENTIFIERS- *Northern Mariana Islands

This needs assessment survey attempted to determine if community recreation programs, including school-based and college-based programs, are meeting the needs of citizens with disabilities living on the Northern Mariana Islands. The survey polled 35 people with disabilities about the effectiveness of community recreation programs and services and asked 26 recreation service providers to rate their effectiveness in supplying recreation services to this population. Introductory information summarizes island characteristics and demography. Sections of the report then list participating agencies and recreation entities; compare results of the two surveys; describe an agency evaluation process; present on-site survey

Working Paper #8.
PUB DATE- 26 May 95
NOTE- 37p.; In: National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention and Attrition (Washington, DC, May 25-26, 1995); see EC 304 434.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Change Strategies; *Disabilities; Elementary Secondary Education; *Faculty Mobility; Labor Turnover; Models; School Districts; *Special Education Teachers; *Strategic Planning; *Teacher Persistence

This report examines results of strategic planning components of three studies which investigated special education teacher retention and attrition. Introductory information enumerates the strategic planning process. The next section highlights similarities and differences among the three strategic planning models that were implemented. The models are compared on the following aspects: timing, selection of stakeholders, roles of stakeholders and researchers, planning method, process, and product. The strategic planning processes and results are then described for each of the three projects. Conclusions include recognition of the quality of the participation of various stakeholder groups in strategic planning activities in all three projects and increased appreciation by stakeholders of the value of a data-based approach to decision making. However, there was insufficient evidence with which to claim impact of the planning models on the teaching and learning environments of the participating districts. Much of the document consists of three appended case studies, which look at strategic planning for teacher retention in the Silver City Unified School District (a pseudonym in Arizona), Memphis City Schools (Tennessee), and San Diego and San Jose Unified School Districts (California).

ED 389 154 EC 304 441

Morvant, Martha; Gersten, Russell
Attrition/Retention of Urban Special Education Teachers: Multi-Faceted Research and Strategic Action Planning. Final Performance Report, Volume 1. Chapter Three and Chapter Four .
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 95
NOTE- 80p.; In: National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention and Attrition (Washington, DC, May 25-26, 1995); see EC 304 434.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; *Disabilities; Elementary Secondary Education; *Faculty Mobility; *Influences; Interviews; *Special Education Teachers; Surveys; Teacher Attitudes; Teacher Morale; *Teacher Persistence; Urban Education

This paper reports on a study investigating the issues that most significantly influence urban special education teachers' decisions to leave the field voluntarily or transfer to a different type of educational position. First, it presents the results of post-attrition interviews with 17 special educators who left their positions during or immediately following the 1991-92 school year and then reports results of a survey of 868 activities included and the intensity and degree of integration achieved in the experience. Each session consists of phases in student orientation, student observation, mentored teaching, and personal portfolio development; the mentored teaching is the most intense. The practicum model presented provides pre-service students with an integrated, developmental experience that takes them from novice to professional in abilities; it connects knowledge about teaching with the act of teaching and lays the foundation for continued personal and professional development. The model contributes as much to the individual as it does to the profession as a whole. (Contains 10 references.) (NAV)

ED 389 173 FL 023 354

Orr, Thomas; And Others
Serving Science and Technology: Five Programs around the Globe. Technical Report 95-5-001.
PUB DATE- 29 Mar 95
NOTE- 33p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (TESOL) (29th, Long Beach, CA, March 27-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); *English for Science and Technology; Foreign Countries; Higher Education; International Cooperation; International Programs; *Program Descriptions; *Second Language Instruction; *Second Language Programs
IDENTIFIERS- Czechoslovakia; Hong Kong; Israel; Mexico

This report presents the unique educational challenges of five programs in English for Science and Technology (EST) in Japan, Mexico, the Czech Republic/United States, Israel, and Hong Kong, including the challenges stemming from different educational/political systems and financial/technical resources. The five presentations cover typical EST concerns such as needs analyses, student motivation, faculty research, curriculum design, materials development, testing, high- and low-tech supported language learning, and teacher training. The first report details the EST training program at the University of Aizu in Japan, including a description of its students, its educational philosophy, courses offered, curriculum, and research activities. The program from the Center for Biological Research in La Paz, Mexico, has no official English learning program, but its 125 researchers and graduate students are forced to learn English to be able to publish their findings. For five consecutive summers, the Delaware County Community College in Pennsylvania has been sponsoring an intensive, 4-week English language program at the Czech Technical University in Prague; the curriculum, faculty, and students are described. The students, faculty, and curriculum of the architectural school program in Haifa, Israel, are also outlined; their classes are taught in Hebrew, but most of the texts are English. The details of the English Centre of the University of Hong Kong program in engineering and computer science are also presented. (NAV)

ED 389 174 FL 023 355

Orr, Thomas, Ed.
English for Science and Technology: Profiles and Perspectives.
PUB DATE- 95
NOTE- 71p.

delayed attention to literacy and education, particularly for indigenous populations. It is concluded that while these populations have generally opted for education in Spanish, probably because Spanish is widely perceived as a vehicle of social mobility and political power, marginalization and alienation have grown. It is suggested that greater attention needs to be given to the complex relationship of language and national identity. (MSE)

ED 389 194 FL 023 401

Rampton, Ben
Politics and Change in Research in Applied Linguistics. Occasional Papers, 28.
PUB DATE- Aug 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Applied Linguistics; *Educational Trends; Foreign Countries; *Language Research; *Political Influences; *Scholarship; *Social Change; Trend Analysis
IDENTIFIERS- *United Kingdom

A discussion of recent research trends in British applied linguistics looks at the way in which social processes, sociology, anthropology, and media studies appear to have replaced pedagogy, linguistics, and psychology as major areas of investigation. In examining this trend, two models of literacy (autonomous and notional) are examined and extended to other branches of applied linguistics. A shift from autonomous to ideological is then traced as it relates to two relatively recent political processes: (1) a series of government initiatives in language education in the late 1980s, including a model of the English language for use in schools and development of a national curriculum, and (2) a more general redefinition and critique of liberalism. Four possible directions are envisioned for applied linguistics research in such an emerging political order, characterized by free market economics and cultural authoritarianism: service to the state; competition in the market; independent analysis and critique; and new social movements. Implications of these directions for applied linguistics in general, and for new Ph.D.'s in particular, are examined. (MSE)

ED 389 195 FL 023 402

Brumfit, Christopher; Mason, Kathy
Bilingual Learners and the National Curriculum. Occasional Papers, 32.
PUB DATE- Dec 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Bilingual Students; Classroom Communication; *Core Curriculum; Elementary Secondary Education; English (Second Language); Foreign Countries; *Language Dominance; Language of Instruction; Language Role; Language Usage; *Minority Groups; Native Language Instruction; Parent Attitudes; Punjabi; Research Methodology; Second Language Instruction; Student Needs; Teacher Attitudes
IDENTIFIERS- *England (Southampton)

A study and associated development work concerning bilingual elementary and secondary students in British schools is involves transcribing signs to assist and extra-terrestrial being visit a park; in the fourth, students order vegetables from a greengrocer. Variations on each exercise are suggested. Worksheets and visual aids used in the exercises are appended. A brief bibliography is included. (MSE)

ED 389 215 FL 023 422

McLeod, Beverly, Ed.
Language and Learning: Educating Linguistically Diverse Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 327p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Academic Achievement; *Cultural Pluralism; Educational Change; Educational Policy; Educational Strategies; Elementary Secondary Education; English (Second Language); English for Special Purposes; Interpersonal Communication; *Limited English Speaking; *Literacy Education; *Mathematics Instruction; Multicultural Education; *Science Instruction; Teaching Methods

A collection of essays on teaching linguistically diverse student populations includes: "Linguistic Diversity and Academic Achievement" (Beverly McLeod); "The Impact of the Education Reform Movement on Limited English Proficient Students" (Patricia Gandara); "The Role of Discourse in Learning, Schooling, and Reform" (Hugh Mehan); "The Values of a Multicultural Education for All Students" (Christine E. Sleeter); "Research Knowledge and Policy Issues in Cultural Diversity and Education" (Roland G. Tharp); "First and Second Language Literacy in the Late Elementary Grades" (Barry McLaughlin); "Teaching Strategies: Their Possibilities and Limitations" (Lilia I. Bartolome); "A Communication Framework for Mathematics: Exemplary Instruction for Culturally and Linguistically Diverse Students" (Mary E. Brenner); and "Language Diversity and Science Learning: The Need for a Critical System of Meaning" (Alejandro J. Gallard, Deborah J. Tippins). (MSE)

ED 389 216 FL 023 423

Christian, Donna
Language Development in Extended-Day Programs: Prospects for Second Language Learners.
PUB DATE- 4 Oct 95
NOTE- 15p.; Paper presented at an Invitational Conference on Extended School Day (Maastricht, Netherlands, October 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Education; Art Education; Class Activities; Classroom Techniques; *Cultural Pluralism; Elementary Secondary Education; English (Second Language); English for Academic Purposes; *Extended School Day; *Interpersonal Communication; Lesson Plans; Limited English Speaking; Literacy Education; Music Activities; Physical

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Students; *Educational Attainment; *Enrollment Trends; Individual Characteristics; *Participation
IDENTIFIERS- *National Household Education Survey

The adult education (AE) component of the National Household Education Survey (NHES:95) examined the education activities of adults in the United States in 1994-95. Special attention was paid to the types of educational activities in which adults participate and the relationships between adults' participation in AE activities and educational attainment. In the NHES:95, screening interviews were completed with 45,465 households (response rate, 73.3%). Of the 23,969 adults surveyed for the AE component of the NHES:95, 19,722 (80%) completed the interview, thus yielding an overall response rate for the AE interview of 58.6%. Among the main findings of the AE component were the following: approximately 76 million adults (40%) participated in at least 1 AE activity during the 12 months prior to the study; approximately 1 in 5 adults participated in work-related courses, and 1 in 5 participated in personal development courses; approximately 31% of adults participated in only 1 type of educational activity versus 9% who participated in 2 or more different types of activities; and the overall participation rate of college graduates was more than triple the rate of individuals with no high school diploma and nearly twice the rate of individuals with no postsecondary education. (MN)

ED 388 768 CE 070 136

Montuori, Lucinda A.; Kimmel, Ellen B.
Teaching Conceptual Complexity to Adults Using an In-Basket Instructional Design.
PUB DATE- 94
NOTE- 46p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; *Concept Formation; *Creative Thinking; Critical Thinking; Educational Research; *Experiential Learning; Feasibility Studies; *Instructional Design; Teaching Methods
IDENTIFIERS- *In Basket Simulation

A study investigated the feasibility of teaching conceptual complexity to adults using an in-basket simulation. Training incorporated Kelly's components of differentiation and integration with Schroder's Cognitive Competencies and followed Lewin's Experiential Learning Model. Research participants in the original study were 24 women and 18 men, aged 25-55, attending an experienced learner baccalaureate program. Research participants in the replication study were 10 women and 10 men enrolled in management development courses offered in a community college management development program and/or an external Master's in management program. The instrument consisted of a 41-page, self-paced workbook that included pretest, text, in-basket, feedback on pretest and in-basket exercises, and posttest. The overall training effect was significant, confirming the research hypothesis that conceptual

ED 388 786 CE 070 170

Pollak, Ave
Communication Strategies at Work. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 63p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Assertiveness; Behavioral Objectives; *Communication Skills; Competency Based Education; *Conflict Resolution; Curriculum Guides; Instructional Materials; *Interpersonal Competence; Job Skills; Labor Force Development; Learning Activities; *Listening Skills; *Literacy Education; Nonverbal Communication; Student Evaluation
IDENTIFIERS- *Workplace Literacy

This workplace skills course on communication strategies at work is designed to begin the process of building effective communication skills for use in the workplace as well as in personal relationships. Introductory material includes a course description and objectives. The course consists of four sessions, each of which has these components: objectives, topics, methods, materials list, teacher tips, and information sheets and handouts. Topics covered in the sessions include the following: the communication process; different personality types and strategies for dealing with others; active listening skills; assertiveness skills; confidence building; use of professional behavior and respect to gain cooperation; conflict resolution; and non-verbal messages. (YLB)

ED 388 787 CE 070 171

Pollak, Ave
Communications--The Next Step. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 38p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Assertiveness; Behavioral Objectives; *Communication Skills; Competency Based Education; *Conflict Resolution; Curriculum Guides; Instructional Materials; *Interpersonal Competence; Job Skills; Labor Force Development; Learning Activities; *Listening Skills; *Literacy Education; Nonverbal Communication; Student Evaluation
IDENTIFIERS- *Workplace Literacy

This workplace skills course on communication is designed to build on the communications strategies at work course. The focus of the course is the importance of team building, reaching consensus, and conflict resolution as part of the communication process. Introductory material includes a course

PUB DATE- Apr 95
NOTE- 182p.; Prepared by the Australian Bureau of Statistics.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Community Education; *Educational Benefits; Educational Research; Education Work Relationship; *Employment Patterns; English (Second Language); Foreign Countries; Job Skills; *Participant Characteristics; Second Language Instruction; Unemployment; Vocational Followup
IDENTIFIERS- *Australia

A project examined the outcomes and pathways of 1992 participants in adult and community education (ACE) courses in Victoria, New South Wales, and South Australia. It explored participant characteristics, vocational skills gained from completing ACE courses, educational and employment outcomes, and personal benefits and benefits to families and the community. Ten discussion groups were held, with 5-10 participants attending each group. For the survey, a stratified random sample of ACE centers selected a representative sample of participants; 2,388 questionnaires were used in the analysis. Participants most frequently reported improvements to language and communication skills. Disadvantaged students improved their skills the most. A high proportion of students in adult basic education (ABE) and English as a Second Language (ESL) went on to study more ESL and/or ABE subjects. Unemployed students experienced more educational outcomes and pathways than other participants. In terms of employment pathways, 43 percent of those who were unemployed at the time of the 1992 course were working when they filled out the questionnaire. The most significant outcomes were those related to personal benefits, particularly for women; 50 percent reported they gained at least one family outcome from their 1992 course and 15 percent of ACE participants reported becoming involved in voluntary work in the community. (Appendixes include additional data tables, instruments, and 26-item bibliography.) (YLB)

ED 388 808 CE 070 203

Earnest, Garee W.; And Others
Developing Community Leaders: An Impact Assessment of Ohio's Community Leadership Programs. Ohio State University Extension 1993-1995.
PUB DATE- 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Community Leaders; *Educational Benefits; Extension Education; *Leadership; Leadership Qualities; *Leadership Training; Program Descriptions; Program Effectiveness; Program Evaluation; State Programs
IDENTIFIERS- Ohio

A descriptive exploratory study examined what impact community leadership development programs in Ohio had on leadership program participants' leadership skills. Data were gathered using multiple methods: face-to-face interviews, focus group interviews, and pre- and postassessments of leadership practices. The self-report questionnaire used was the Leadership Practices Inventory (Kouzes and Posner 1987). Respondents were a census of the 67 program participants, a purposeful sample of 36 alumni, and a census of the 7 program directors. Significant differences in responses on the pre- and postassessments indicated that the community leadership program

Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 65p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Aging (Individuals); Behavioral Objectives; Competency Based Education; *Consumer Education; Coping; *Disabilities; *Elder Abuse; Family Work Relationship; *Home Economics; Homemaking Skills; Instructional Materials; Learning Activities; *Older Adults; Quality of Life; Social Services; State Curriculum Guides; Stress Management; Teaching Guides
IDENTIFIERS- Illinois

This learning guide on assisting the elderly and individuals with disabilities is part of a series of learning guides developed for competency-based adult consumer and homemaking education programs in community colleges, adult education centers, community centers, and the workplace. Focus is on the connections among personal, family, and job responsibilities so that these aspects of living will complement each other. Introductory material includes general guidelines/check list for users with key to symbols used to designate enhancement activities and an introduction. The guide covers three competencies: relate needs of the elderly to quality of life; identify support services for assisting the elderly and/or individuals with disabilities; and describe elder abuse. Materials provided for each competency include a list of learner outcomes, key ideas, definitions, facilitator strategies, and suggested learner activities. Twenty-seven supplements contain information and activity sheets on the following: facts and myths about aging, adult needs, media images, support services, disabilities, self-esteem, coping, and elder abuse. A bibliography contains 91 items. (YLB)

ED 388 825 CE 070 220

Project Connect General Guide. Secondary Guide for Consumer and Homemaking Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 94
NOTE- 41p.; For related guides, see CE 070 204-235.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Consumer Education; Cultural Differences; *Economically Disadvantaged; Family Work Relationship; *Home Economics; Homemaking Skills; Instructional Materials; Learning Activities; Secondary Education; State Curriculum Guides; Teaching Guides; *Teaching Methods
IDENTIFIERS- Illinois

This general guide provides information on the 15 Project Connect Learning Guides for secondary education that are adaptations of the guides developed for adult consumer and homemaking education programs. An introduction discusses usefulness of the guides, participation in Future Homemakers of America-Home Economics Related Occupations, and development of the guides. Other sections describe parts of the learning guides and provide teacher tips for using them. A section that describes instructional planning using the learning guides includes homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. The following competencies are addressed: relate needs of the elderly to quality of life, identify support services for assisting the elderly and/or individuals with disabilities, and describe elder abuse. Twenty-seven supplements contain information and activity sheets on the following: facts and myths about aging, adult needs, media images, housing, support services, self-esteem, stress, coping, and abuse. Concluding the guide is an 89-item bibliography. (MN)

ED 388 841 CE 070 237

Levesque, Karen; And Others
Vocational Education in the United States: The Early 1990s.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 489p.; For an earlier report covering the time period 1969-1990, see ED 345 087.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Education; *Disabilities; *Disadvantaged; Educational Legislation; *Educational Trends; *Education Work Relationship; Federal Legislation; Integrated Curriculum; Nontraditional Occupations; Postsecondary Education; Secondary Education; Trend Analysis; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; School to Work Opportunities Act 1994

This publication provides educators, policymakers, and researchers with vocational education data through 1992. It begins with text and figures covering these key questions: what is vocational education? how widespread is vocational education participation? what types of vocational education do students take? to what extent do students with different demographic characteristics and disadvantaged or disabled students participate? how much academic preparation do vocational coursetakers receive? what outcomes are associated with participation? and what are other school-to-work programs schools and institutions offer? Appendix A presents extensive tables supporting the findings. The tables provide trend information on the decade spanning 1982-92 and information on public high school graduates and teachers and on nonbaccalaureate students in a variety of postsecondary institutions. The report also covers a number of key issues emphasized in the 1990 Perkins Act and echoed in the School-to-Work Opportunities Act: integration of academic and vocational education, access of special populations to high quality programs, and access of individuals to programs nontraditional for their sex. Information is also provided on most of the targeted populations identified in section 421 of the 1990 Perkins Act. Other appendixes contain a description of how variables were constructed to provide information on targeted includes location, telephone, coordinator, target population, number served per year, total staff, cost per participant, educational setting, and year named exemplary. The 15 programs are as follows: Outreach Equity Nontraditional program; Project GRADS; Employment Specialist Program; The Learning Achievement Program for the Learning Disabled; Electronic Manufacturing Support Specialist Program; ENCORE!; CHOICE; Reentry Transition Program; Center for High Tech Training for Individuals with Disabilities; Mission Trails Regional Occupational Program's Assessment Program; Supermarket Careers Community-Based Transition; Nontraditional Options Project; Network of Services and Transformation; Partnership for Professional Technical Education Services; and Great Oaks Special Needs Occupational Development Program. The appendixes include the rating form and a checklist for providers to assess their own programs. (YLB)

ED 388 860   CE 070 277

Grubb, W. Norton; Villeneuve, Jennifer Curry
Co-operative Education in Cincinnati: Implications for School-to-Work Programs in the U.S. Technical Assistance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 95
NOTE- 41p.; Originally prepared for the Office of Technology Assessment, U.S. Congress.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Education; Cooperative Planning; *Educational Benefits; Educational Change; Educational Cooperation; *Educational Practices; Educational Quality; *Education Work Relationship; Employer Attitudes; Enrollment; Models; Partnerships in Education; *Program Development; School Attitudes; School Business Relationship; School Community Relationship; Student Attitudes; Student Evaluation; *Two Year Colleges
IDENTIFIERS- *Ohio (Cincinnati)

A study examined the history, practice, and quality of cooperative education (CE) in two-year colleges in and around Cincinnati, Ohio. CE proved to be firmly ingrained and widespread in Cincinnati. The most common model of CE found in Cincinnati was the "alternating" model, wherein students complete 2-6 cycles of attending school for 10-13 weeks and then work with employers for the same number of weeks. Among the numerous benefits of CE cited by students, employers, and schools were the following: CE programs allow employers to screen and "grow their own" employees; CE gives students direct knowledge about the workplace and applications of school-based learning in the workplace; and CE strengthens schools' links to employers. Although program quality remained high on employers' lists of concerns regarding CE, both employers and education providers had screening mechanisms to ensure the quality of CE programs whether they followed "alternating" or "parallel" cycles of school- and work-based learning. Cincinnati employers and education providers were found to have unspoken agreements that each would continue working to maintain a "high quality equilibrium" in which the other's expectations would continue to be met. (Contains 26 references.) (MN)

ED 388 861   CE 070 278

Grubb, W. Norton; Badway, Norena
Linking School-Based and Work-Based Learning: The Implications of

solving; work ethic; job-seeking skills; job retention and career advancement skills; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. The units detail the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items, core items essential for entry-level employment, and items needed to advance in masonry. The OCAP guide also contains an academic job profile based on the Work Keys system that identifies the level of applied academic skills that students must master to qualify for and be successful in their occupations; a total list of academic competencies in communication, mathematics, and science that all students should master; and a specific list of academic competencies needed for masonry occupations . (KC)

ED 388 877 CE 070 299

Guidelines for Implementing a STWOA Cooperative Education State Skill Standards Certificate Program. Draft. Bulletin No. 95336.
PUB DATE- 95
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Competence; *Cooperative Education; Education Work Relationship; Elementary Secondary Education; Evaluation Criteria; Mentors; Partnerships in Education; Postsecondary Education; Records (Forms); School Business Relationship; *State Standards; *Statewide Planning; *Student Certification; Student Evaluation; Student Organizations; Vocational Education; Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994; Secretarys Comm on Achieving Necessary Skills; *Wisconsin

This guide is intended as a resource for implementing cooperative education skills standards certificate programs in Wisconsin under the School-to-Work Opportunities Act (STWOA). Section 1 is an introduction/program overview in which information is provided on the objectives of cooperative education, program design, program eligibility, and responsibilities of cooperative education partners. Discussed in section 2 are the following school-based learning elements: school-based learning, related classroom instruction, selection of students, cooperative education agreements, learning plans, granting high school credit, learning plan-based assessment, and cooperative education program assessment. Section 3 examines work-based learning, school policies for work-based learning, and workplace mentoring, and section 4 contains seven sample forms for use in cooperative education programs. Appendixes constituting approximately one-third of the document contain the following: definitions; sample school-to-work transition plans for grades K-5 through postsecondary education; list of Secretary's Commission on Achieving Necessary Skills reports; outline of related instruction; suggested mentor training components; information about Wisconsin vocational education student organizations; promotional materials; and sample application materials. (MN)

ED 388 878 CE 070 300

ED 388 897 CG 026 605

Carter, Sylvia; Oyemade, Ura Jean
Parents Getting a Head Start against Drugs: Trainer's Guide.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- 93
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Alcohol Abuse; Curriculum; *Drug Abuse; Guides; Peer Influence; Self Esteem; Social Support Groups; Stress Variables; Youth
IDENTIFIERS- Project Head Start

Developed with the Head Start family in mind, this training guide, one in a three-part series, instructs parents on how to prevent substance abuse in their children. This curriculum is intended to: (1) ensure and enhance adequate child development, learning, and personal social growth; and (2) build family skills, understanding, confidence, and support in parents. The guide is divided into ten modules dealing with adolescent substance abuse prevention: (1) Orientation: Tuning In on the Times; (2) We Are Family; (3) Self-Esteem; (4) Communication; (5) Stress; (6) Developing Support Groups; (7) All Around the Community; (8) Health Issues Related to Alcohol and Other Drug Abuse; (9) Values and Peer Pressure; and (10) Appreciating Our Families. Five appendices provide additional resources on guides, booklets, reports, curriculums, and general organizations and support groups that address substance abuse prevention. (SR)

ED 388 898 CG 026 606

Bryant, Columbus B., IV
Therapist In-Session Functioning that Positively Affects Psychotherapy Outcome.
PUB DATE- 95
NOTE- 74p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Client Characteristics (Human Services); *Counselor Client Relationship; Intervention; Psychotherapy; *Therapy

This review identifies two areas of therapist in-session functioning that contribute to positive psychotherapy outcome. The first area discussed is therapist interpersonal characteristics, or non-specific factors, and therapist interventions that contribute to establishing and maintaining a therapeutic alliance. Alliance has been shown in psychotherapy outcome research to be correlated to positive therapy outcome. The second area discussed is therapist interventions that contribute directly to positive psychotherapy outcome. Implications for therapist functioning both as a result of characteristics and interventions are discussed. Research in this document suggests that: (1) an active collaborative involvement in therapy by patients and the patient's positive experience of the therapist's relationship qualities are essential for successful psychotherapy outcome; (2)

ED 388 918 CG 026 663

Mitchell, John J.
Adolescent Struggle for Selfhood and Identity.
PUB DATE- 92
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; Adolescents; *Cognitive Processes; Developmental Stages; Egocentrism; Foreign Countries; *Individual Development; Personality; *Personality Development; Self Actualization; Self Care Skills; *Self Concept; Youth; Youth Problems
IDENTIFIERS- Canada; *Narcissism

Adolescent struggle is about the forces which shape the self and direct the search for identity. It examines the factors which incline young people toward self-centeredness, irrationality and faulty decision-making. Section 1 of the book deals with the adolescent self and two of the most important determinants of adolescent behavior: egocentrism and narcissism. Forces which govern how young people think about themselves, and how these forces frequently encourage a self-protecting narrowness are defined. Section 2 explores why adolescents must struggle to attain a sturdy, worthwhile identity, and why, for many young people, the struggle for a worthwhile identity leads to "confusion"--a confusion which sometimes becomes the most important reality in their day-to-day life. Chapters are: (1) Some Introductory Comments; (2) Egocentrism and the Adolescent Thought Process; (3) Egocentric Distortions; (4) Narcissism; (5) Narcissism and the Diminished Self; (6) Friendships and Relationships; (7) The Corrupted Self; (8) Self Understanding; (9) The Nature of Adolescent Identity; (10) Identity Crisis; (11) Negativism and Negative Identity; (12) Conformity and Identity; (13) Turning Points in Identity; and (14) Further Issues in Adolescent Identity. (JBJ)

ED 388 919 CG 026 671

DeBoer, Anita
Working Together: The Art of Consulting & Communicating.
PUB DATE- 95
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Communication; *Communication Skills; Conflict Resolution; *Consultants; *Cooperation; Elementary Secondary Education; *Interpersonal Communication; Interpersonal Competence; Listening Skills; *Partnerships in Education; Peer Teaching; Problem Solving; Professional Services

Productive learning occurs when educators work together to create new visions, analyze important issues, and evaluate outcomes. This book explores how educators can effectively engage in peer problem solving, focusing on three aspects of the process: (1) models for consulting with colleagues in problem solving; (2) communication skills necessary for consulting; and (3) how to collaborate with colleagues with differing interpersonal definitions of terms; the principles of whole language instruction; a 26-item annotated bibliography and a 5-item list of other resources; and a 10-page compilation of multicultural curriculum resources for teachers of all levels. (SR)

ED 388 939   CS 012 197

Melody, E. Joanne
Implementing Library Reading in Second and Third Grades through Sustained Silent Reading and Motivational Techniques.
PUB DATE- 87
NOTE- 83p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 2; Grade 3; Independent Reading; *Motivation Techniques; Primary Education; Private Schools; Reader Response; *Reading Improvement; *Reading Motivation; Recreational Reading; *School Libraries; *Student Motivation; *Sustained Silent Reading
IDENTIFIERS- Motivational Orientation

A practicum addressed the problem of 8 second and third grade nonindependent readers (students at a small private school) who were not choosing to read library books. The literature review disclosed using sustained silent reading, sharing responses to reading and planning for more available time to read in the classroom and at home as viable ways of increasing library reading. Sustained silent reading periods were used to increase reading time in school. A motivational technique called The Eleven Minute Club was established to increase reading time at home. Peer partner reading sessions were used to give increased opportunity for sharing responses to reading. Results of the practicum were positive. The selected students increased the number of books checked out of the library. Students also appeared to increase their responses to reading. Classroom teachers became more aware of and used reading techniques other than basal reading instruction. (Contains 2 tables of data and 16 references. Appendixes contain practicum materials and data, including a description of the school's library program, classroom reading survey, book count for second and third grade, reading interview sheet, required slips and letter to parents for the Eleven Minute Club, the classroom reading survey instrument, and word recognition scores and data.) (Author/SR)

ED 388 940   CS 012 283

Holguin, Roxanna
Early Book Stages, 0-5 Years and Creciendo con Libros (Growing up with Books). Videotape.
PUB DATE- 95
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Non-print Media (100)
DESCRIPTORS- *Books; *Developmental Stages; Language Acquisition; *Parent Child Relationship; *Parent Participation; Parent Role; Preschool Education; *Reading Aloud to Others; *Young Children
IDENTIFIERS- Family Communication; *Reading Behavior

Using a lighthearted and simple approach, this 23-minute videotape in English and Spanish versions presents interactions between parents and children while reading books. The children in the videotape range in age from 0 to 5 years. The video is introduced by scenes of children enjoying books while narration

"Issues in Technology and Literacy Education" (Jay S. Blanchard). (RS)

ED 388 958 CS 012 309

Baghban, Marcia
Exploring Connections between Childhood and Adult Literacy Experiences.
PUB DATE- Nov 95
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authors; *Childhood Interests; *Early Experience; Elementary Education; Individual Development; Life Events; *Reading Habits; *Recreational Reading; *Silent Reading
IDENTIFIERS- L Engle (Madeleine); London (Jack); Reading Uses; Welty (Eudora)

Three famous writers--Eudora Welty, Madeleine L'Engle, and Jack London--used their silent reading experiences to survive not only their childhoods, but also to become adult chroniclers of human lives. Pulitzer-prize winning author Eudora Welty credits an extended period of silent reading when she was 7 years old (and home from school for nearly a year) with the discovery of her author's voice. Madeleine L'Engle credits her observations of life and people for starting her on her journey to become a writer. Unlike Eudora, Madeleine had more than one period of solitude in her childhood, and Madeleine's solitude was coupled with the intense loneliness of an only child with physical problems and distant, frail parents. Solitude and loneliness intensified by the need to escape extreme poverty led Jack London to literacy. Jack loved books as much as he loved reading them. These three authors entered the world of literacy fueled by need: Eudora for entertainment during an extended illness; Madeleine to combat shyness and loneliness; and Jack to survive emotional rejection and poverty. Adults must give children uninterrupted time to discover silent reading and to discover themselves through books. It is up to adults to give children both the time and the safety to find the way to adulthood. (RS)

ED 388 959 CS 012 311

Every Child a Reader: The Report of the California Reading Task Force.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Academic Standards; Community Involvement; Early Intervention; Elementary Education; *Reading Instruction; Reading Materials; *Reading Programs; *Reading Skills; *Skill Development
IDENTIFIERS- *California

Reaffirming that all students, regardless of home language or socioeconomic background, can and must have an equal opportunity to excel in reading, this booklet presents 10 recommendations that form the basis of a comprehensive and balanced reading program to help children in California learn course, students read a few seminal texts of a few seminal authors or essays, poetry or drama; discussed the ideas of those texts thoroughly in class; and wrote essays about the views of life expressed in these works. Working in the tradition of Matthew Arnold, Aydelotte considered significant literature to be that literature that offered solutions to central human problems. Such literature, to use Arnold's terms, offered criticism of life. When writing about this literature, students were not to summarize the texts but to compare the ideas expressed to the students' own ideas; in other words, students were to make ideas read and discussed part of their own mental makeup, part of their own world views. Aydelotte later developed a similar course at MIT, combining the teaching of writing with significant ideas related to engineering. Finally, at Swarthmore, he developed an honors program designed after his own education at Oxford. (TB)

ED 388 977 CS 215 111

Hepburn, H. P. C.
Deep Processing, Drama and Poetry.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Creative Thinking; Drama; Elementary Secondary Education; *Emotional Response; Foreign Countries; *Imagination; Language Arts; *Learning Processes; Literature Appreciation; *Poetry; *Reader Response
IDENTIFIERS- *Aesthetic Reading; Hong Kong

In the Education Commission Report #4 of Hong Kong, three dimensions of learning are noted: cognitive, interpersonal, and aesthetic. In most Hong Kong schools, teaching focuses on the cognitive dimension and to some extent on the interpersonal. The aesthetic dimension is largely ignored, except for the ubiquitous class reader and a handful of schools where literature is included in the teaching program. For example, when poetry (a particularly neglected area) is taught, students are usually so taken up with the literal meaning of the verse and the technical analysis of form, rhyme-scheme, mood, tone, etc., that they miss the affective, emotional, and imaginative aspects of the poem. One way to enhance the intuitive and imaginative side of teaching poetry would be through "deep processing," a strategy used for generating mental pictures, sensations, emotions, and linguistic information about the subject of a thought. When a person thinks about something, he or she usually involves him- or herself in a combination of sensations, thoughts, images, and feelings. Deep processing helps students to experience poetry holistically through exercises that help develop their affective tendencies. It stimulates creative thinking and helps students: (1) expand information; (2) focus on information which has just been presented; (3) think in non-verbal terms; and (4) retrieve information. The poem "Jelly on a Plate" may be used in a lesson that involves primary students in experiencing a poem and miming the movement of jelly. (Contains two figures and copies of the poems used.) (TB)

ED 388 978 CS 215 114

McDevitt, Michele J.

information in books and periodicals. Since the instructor himself has an aversion to writing this type of perfunctory paper, he assumed that his students would have the same aversion. In an article, Richard L. Larson argues that the concept of a research paper has no substantive identity, that is, it is impossible to differentiate between texts that incorporate and evaluate new information and those that do not. In the composition classroom, a research paper is any attempt by writers to gather information for themselves, the world, or others as they make meaning for a purpose. What is the purpose of Freshman English but to prepare students to be self-critically aware as they revise their discourse for a variety of audiences and purposes. With these considerations in mind, a research project was devised that would involve the entire class and serve a real purpose. That project raised important questions such as: (1) what qualifies a researcher as competent? (2) what is the role of students as researchers and writers? and (3) how can educators rethink information literacy so that they can kill the mistaken perception of the so-called research or terminal paper? (TB)

ED 388 997 CS 215 140

Neuwirth, Kurt; And Others
The Influence of Severity, Vulnerabilty, and Response Efficacy on Information Seeking and Behavioral Intention.
PUB DATE- Aug 95
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Communication Research; *Hazardous Materials; Higher Education; *Information Seeking; *Journalism; *Research Methodology; Risk; Theory Practice Relationship; Undergraduate Students
IDENTIFIERS- *Behavioral Intention; Environmental Issues; Message Responses; News Stories; *Protection Motivation Theory

A study explored Protection Motivation Theory (PMT) in the context of news reports about a hazard. Content elements of outcome severity, vulnerability, and response efficacy were systematically varied in stories about a fabricated risk: fluorescent lighting lowering student academic performance. Research subjects were 206 students in an introductory journalism and mass communication class who received extra credit for their participation. Subjects received different versions of the fluorescent light story, and at the end of an experimental session they were debriefed as to the purpose of the story, apprised of the deception involved and informed that the hazards mentioned in the experiment did not exist. Results from this laboratory experiment suggest that information about the severity of consequences results in greater information seeking about a hazard. In addition, information about vulnerability, severity, and response efficacy jointly combined to produce higher levels of behavioral intention to take actions designed to avoid the hazard. Overall, results suggest--on both theoretical and practical grounds--that Protection Motivation Theory can and will continue to serve communication researchers as a vehicle for conducting fruitful research. (Contains 8 endnotes, 31 references, a figure, and 3 tables of data. Appendixes contain a summary of research results and summary statistics of variables used in analysis.) (Author/NKA) socialization tactics. Results indicated that supportive communication relationships correlated with information-seeking practices, teacher communication concern, and organizational socialization tactics; and information-seeking practices correlated with teacher communication concern and organizational socialization tactics. Partial correlation analysis revealed three significant findings: supportive communication relationships and organizational socialization tactics; information-seeking practices and teacher communication concern; and supportive communication relationships and information-seeking practices. Findings suggest that communication is a central component of GTA socialization. Future research should explore mentor-protege relationships, peer relationships, and information seeking. (Contains 53 references and 2 figures of data.) (RS)

ED 389 017 CS 509 075

Myers, Scott A.; Cortese, Juliann
The Social Acceptability of Sexual Slang: Functions of Biological Sex and Psychological Gender.
PUB DATE- Nov 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Higher Education; Identification (Psychology); Language Role; *Language Usage; *Sex Differences; Student Attitudes; Undergraduate Students
IDENTIFIERS- *Gender Issues; *Slang

A study explored the social acceptability that accompanies the expression of sexual slang. The study of gender differences in language use is nothing new. Previous research has indicated that men and women differ in their use of tentative language, topic selection, control techniques, and conversational style. However, this research has examined differences due to male and female biological sex, and has not examined differences due to psychological gender. Subjects, 49 male and 92 female undergraduate students enrolled in an introductory communication course at a large midwestern university, completed the Social Acceptability of Language Scale and the Bem Sex-Role Inventory. Results indicated that, for the most part, neither biological sex nor psychological gender accounted for differences in the social acceptability of sexual slang. Findings suggest that men and women are moving toward a universal use of sexual slang. (Contains 48 references and 1 table of data.) (Author/RS)

ED 389 018 CS 509 076

Curtin, Patricia A.
Textual Analysis in Mass Communication Studies: Theory and Methodology.
PUB DATE- Aug 95
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials

complex, multidimensional, and integrated. Steps in the process for creating ability assessment activities include deciding on outcomes, examining learning materials, deciding on students' final products, identifying specific skills for successful completion of the task, providing activities that honor different learning styles, and developing a scoring rubric which clearly identifies performance standards. The Communication Department has applied these principles by conducting national studies of what employers expect of graduates, establishing a professional advisory board, adopting capstone experiences for students, adopting a portfolio approach to assessment, and developing a mission statement. (Contains 10 references.) (RS)

ED 389 037 CS 509 106

DiDominicis, Lynn
Early Childhood Units for Drama.
PUB DATE- 95
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Class Activities; *Creative Dramatics; *Drama; *Dramatic Play; Early Childhood Education; Fairy Tales; Learning Activities; *Oral Interpretation; Production Techniques; *Readers Theater; Resource Materials; *Student Participation; Young Children
IDENTIFIERS- Childrens Theater; *Drama in Education; Folktales

This book provides suggestions for drama activities and materials based on 14 classic and contemporary fairy tales suitable for both stage and classroom performance. After the introduction (which outlines different ways the stories can used dramatically) and a "Welcome to the Box Office" section, the book provides materials and activities for adaptations of each of 14 stories: "The Teddy Bear's Picnic"; "If You Give a Mouse a Cookie"; "Goldilocks and the Three Bears"; "Jack and the Beanstalk"; "The Three Little Pigs"; "The Three Billy Goats Gruff"; "Tomie dePaola's Mother Goose"; "Swimmy"; "The Frog Prince"; "The Red Balloon"; "I Am Flying"; "I Wish I Were a Butterfly"; "I Know an Old Lady Who Swallowed a Fly"; and "An American Thanksgiving-A Pageant." Attached are a 13-item technology bibliography listing videos, music recordings, and software CD-ROMS, and a 57-item bibliography of books recommended for the unit, segmented by subject. (CR)

ED 389 038 CS 509 111

Allen, Mike; And Others
Racial Group Orientation and Self-Concept: Examining the Relationship Using Meta-Analysis.
PUB DATE- Nov 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; Ethnic Groups; Ethnic Relations; Ethnocentrism; *Group Membership; Literature

achievement. However, when analysis of socioeconomic status and student achievement was conducted, there was a high correlation between these variables. Fortune and O'Neil concluded that the only constitutionally relevant outcome of education is whether or not students receive equal access to state resources. This study demonstrates that all students in Indiana do not have equal access to resources. One problem with production-function analysis is that it assumes that all schools pursue the same goals and that the goals are related to student achievement. Second, production-function analysis inadequately identifies inputs and ignores processes. For example, production-function analysis overlooks curriculum and instruction as an input. A conclusion is that increased revenues must be used to find new strategies for improving student achievement. Five tables are included. (Contains 14 references.) (LMI)

ED 389 057 EA 027 159

Knight, Karen
The Alliance of Quality Schools.
PUB DATE- Apr 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accountability; Curriculum Evaluation; Elementary Education; Formative Evaluation; Inservice Teacher Education; Intervention; Program Evaluation; *Program Implementation
IDENTIFIERS- Broward County Public Schools FL

The Alliance of Quality Schools is a research-based, learner-verified, academic, and behavioral intervention model involving reading, spelling, writing, and mathematics. The alliance provides coordination and support to students and fosters academic success as well as social skills, self-esteem, and positive attitudes toward school. This report presents findings of a formative evaluation of program implementation in 10 elementary schools in Broward County, Florida. Information was gathered through a literature review, interviews with selected program staff, document analysis, focus group interviews with staff from other disciplines, a teacher survey, site visits, discussions with school administrators and staff, observation, and review of student records. The findings suggest that the schools successfully implemented staff training and support and integrated the reading, writing, and spelling components into the curriculum. Children showed appropriate reading progress, and teacher morale improved. Recommendations are to: (1) readdress the feasibility of the Integrated In-depth Enhanced Applications of Science (IDEAS) component; (2) readdress the parent-outreach component; (3) ensure that teachers are proficient in the content and methodology of alliance mathematics or science before implementation; and (4) strengthen documentation in the area of feedback/recognition to alliance staff. Twelve charts are included. Appendices contain teacher-survey data, a list of implementation outcomes, and descriptions of program components. (LMI)

ED 389 058 EA 027 160

Snyder, Karolyn J.
Managing Change from a Quality Perspective.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American

lecture paradigm in their courses. This paper argues for a "virtually real" classroom, which demonstrates to students the reformed school that they will facilitate as future administrators. It also discusses the need for professors of educational administration to assume new roles in their classrooms, that of facilitators and mentors. The most important component in the virtually real classroom is considered to be the student. Some innovative components of an educational administration course include: (1) student choice; (2) team work and collaborative learning processes; (3) school-based problem solving; (4) authentic tasks focused on problem solving; and (5) authentic assessment. (Contains 26 references.) (LMI)

ED 389 077   EA 027 186

Pavan, Barbara Nelson
First Year District Superintendents: Women Reflect on Contradictions between Education and Politics.
PUB DATE- Oct 95
NOTE- 18p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Salt Lake City, UT, October 27-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Board Administrator Relationship; Elementary Secondary Education; Interprofessional Relationship; Leadership Qualities; *Leadership Styles; *Politics of Education; Public Relations; School Districts; *Superintendents; *Women Administrators
IDENTIFIERS- *Beginning Superintendents

Despite passage of affirmative-action legislation in the United States, the percentage of women school superintendents has increased at a very slow pace. This paper identifies the major challenges faced by four female entry-level superintendents and the strategies they used to deal with them. Data were collected during a group interview with the four superintendents at the end of their first year on the job. All had entered new school districts after gaining experience as assistant superintendents. The superintendents, three white and one African-American, utilized some similar strategies to handle issues. During their first year on the job, the women: (1) learned to recognize and accept politics as a reality; (2) entered the job with a formal entry plan and later developed a district plan; (3) engaged in learning and open communication with all stakeholders; (4) studied past practices; (5) practiced creative problem solving rather than confrontation; (6) protected their personal/family time; and (7) educated and provided information to the school board. (Contains 17 references.) (LMI)

ED 389 078   EA 027 188

Driver, Cyrus; And Others
Accelerated Districts--The Next Step. A Summary of Research and Design.
PUB DATE- Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

*Standards

This paper presents the contents of an address given by Richard W. Riley, United States Secretary of Education, on February 28, 1996, in St. Louis, Missouri, on the state of American education. Policymakers are divided on the future of public education; some want to cut or abolish it, others seek to rebuild and expand it. The paper describes current challenges to public education and outlines seven goals for improving it: (1) increase the national literacy rate; (2) support families so that they can help their children learn; (3) create safe, orderly, and disciplined schools; (4) set and achieve high standards; (5) promote educational innovation, including the use of technology and optional school choice; (6) prepare students for success in the work force; (7) sustain access to and find new ways to finance higher education; and (8) work together to find common ground to improve education. (LMI)

ED 389 097 EA 027 443

The National Education Goals Report, 1995. Building a Nation of Learners.
PUB DATE- 95
NOTE- 172p.; Letter of transmittal and accompanying data have been appended. For other volumes in the 1995 report, see EA 027 444-446. For the 1994 report, see ED 380 054.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Adult Literacy; Educational Improvement; *Educational Objectives; Elementary Secondary Education; High School Graduates; Mathematics Achievement; Parent Participation; *Partnerships in Education; Professional Development; School Readiness; *School Safety; Science Education
IDENTIFIERS- *National Education Goals 1990

This document, one of four volumes comprising the 1995 Goals Report, is the fifth in a series of annual reports. This core report for 1995 focuses on approximately two dozen indicators that show the progress made by the United States toward the National Education Goals. National performance has improved in five areas, gotten worse in seven, and, in eight areas, no significant changes in national performance have occurred. Progress has occurred in the areas of student readiness and mathematics achievement; participation in Advanced Placement examinations such as English, mathematics, science, and history; and early prenatal care. However, there has been some decline in the area of providing safe environments conducive to learning. The report focuses on the essential role that families play in helping to achieve the National Education Goals and suggests ways in which schools can involve them in partnerships. State and national progress on the core indicators is presented in detail. Twenty-five figures and eight tables as well as the 1995 National Education Goals Report Questionnaire are included. Appendices contain technical notes and a list of the National Education Goals panel staff. (LMI)

ED 389 098 EA 027 444

The National Education Goals Report, 1995. Volume One: National Data.
PUB DATE- 95
NOTE- 185p.; For the other volumes in the 1995 report, see EA 027 443-446. For the 1994 report, see ED 383 818.

The Impact of Inclusive School System Initiatives on the Education of Students with Disabilities: A Policy Forum To Explore Issues and Identify National Strategies To Support System Change, Convened by Project FORUM (Alexandria, Virginia, July 23-24, 1992).

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 11 Mar 93

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Change Strategies; Delivery Systems; *Disabilities; Educational Change; Educational Finance; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Federal Regulation; *Inclusive Schools; Mainstreaming; Needs Assessment; *Regular and Special Education Relationship; Resource Allocation; Special Education; Staff Development; State Regulation; Teacher Education

IDENTIFIERS- Diversity (Student)

This report describes a 2-day meeting of experts to identify and discuss the ramifications of inclusive school system proposals on the management, administration, delivery, and effectiveness of education programs and services for children with disabilities and to initiate development of a national action plan to address the issues. The policy forum included state and local special and general education administrators, university researchers, policy analysts, and parents as well as staff from the Office of Special Education Programs and the National Association of State Directors of Special Education's Project FORUM. Preparation for the meeting and the process of the meeting are briefly summarized. The meeting resulted in the identification of four challenges seen as critical to the realization of reform to improve educational outcomes for all students. They are: (1) realignment of special education and regular education orientations and philosophies to embrace the diversity of student abilities, backgrounds, and needs; (2) funding structures that allow for the flexible utilization of resources to meet individual student needs; (3) examination of regulatory impediments to innovation without losing sight of the need to protect the educational rights of vulnerable individuals; and (4) implementation of effective instructional strategies and new approaches to preservice and inservice personnel preparation and deployment. Each of these challenges is discussed in terms of major obstacles and solution strategies. Attachments include a list of policy forum participants and a background paper by Eileen M. Ahearn titled "The Impact of Inclusive School Initiatives on the Education of Students with Disabilities," which contains 51 references. (DB)

ED 389 118   EC 304 404

An Overview of Standards and Policy on the Use of Time-Out as a Behavior Management Strategy.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 12 Jul 91

NOTE- 6p.; Prepared by Project FORUM.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Behavior Disorders; Behavior Problems; Court Litigation; *Disabilities; *Discipline Policy; Educational Policy; Individualized Education Programs; School District results for the three large islands of Rota, Tinian, and Saipan by individual agency; and present recommendations for the islands as a whole and for each of the three islands individually. Recommendations include the provision of better public information by agencies offering recreational programs, better accommodation to the needs of people with disabilities, and help with transportation and financial assistance. Also encouraged is creation of a program where local inhabitants would receive funds for postsecondary education in the areas of nursing, recreation, speech pathology, occupational therapy, physical therapy, and teacher certification. Extensive appendices include project letters, survey forms, and detailed results. Also included are the questionnaires used in the survey. (DB)

ED 389 137   EC 304 424

Miller, Joan E. Heller
Living with Hearing Loss: A Lifelong Educational Process--A Parent's Perspective.
PUB DATE- 16 Jul 95
NOTE- 19p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Communication Skills; Coping; *Deafness; Elementary Education; Inclusive Schools; *Mainstreaming; Oral Communication Method; *Parent Child Relationship; *Parent School Relationship; Personal Narratives; Preschool Education; *Social Integration; Special Classes; Total Communication

The mother of a deaf child recounts her family's experience from her daughter's infancy to her successful adjustment and high achievement in elementary school. Worries during the child's infancy and reaction to the diagnosis at 18 months are documented, as are the mourning process and choosing an educational approach, in this case mainstreaming. The child was first enrolled in an oral/aural parent-infant program, which was later combined with a regular community nursery school program. This combined approach of a smaller "self-contained class" plus a "larger mainstreamed class" was continued in kindergarten while the family became educated in sign language and the deaf culture. In first grade the child was fully mainstreamed, with cued speech used to supplement her predominantly oral education. Her successful adjustment in the mainstream elementary program was felt to be aided by the fact that her parents taught her hearing coaches, teachers, and friends how to communicate with a severely hard-of-hearing person. The importance of fully integrating the deaf child into family conversations is stressed. Suggestions are offered to facilitate the child's transition from elementary to middle school, including advocating for the deaf, cultivating social ties within the deaf community, utilizing social support groups, using assistive listening devices, obtaining professional counseling, and meeting adult deaf and hard-of-hearing role models. (DB)

ED 389 138   EC 304 425

Donnelly, Carole

special educators in three urban areas. The first section of the report describes the sample; explains the interview design, guide, and process; and reviews data analysis procedures. The second section focuses on three recurrent themes drawn from the interviews: job design, the nature of relations with the central office, and the professional and/or personal fit of their special education teaching assignment. The report then describes the development of the questionnaire used in the survey and procedures employed for descriptive analysis, including factor analysis of all teachers who completed the survey, analysis of those who expressed an intent to leave in the near future, and analysis of differences in profiles of work-related leavers and those who stayed. Data are reported by factors relating to support, preparation, stress related to job design and workload manageability, affective issues related to students, satisfaction and personal assessment of rewards, and role conflict. Appendices provide additional analytical detail. (DB)

ED 389 155 EC 304 442

Gersten, Russell; And Others
Teachers' Perceptions of Working Conditions: Problems Relating to Central Office Support and Section 2: Administrative Support.
PUB DATE- May 95
NOTE- 13p.; In: National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention and Attrition (Washington, DC, May 1995); see EC 304 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Change Strategies; Decision Making; *Disabilities; Elementary Secondary Education; Faculty Mobility; *Job Satisfaction; Principals; Professional Development; Quality of Working Life; Regular and Special Education Relationship; *Special Education Teachers; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Persistence; Teaching (Occupation); Work Environment

This report summarizes results of a survey of special educators regarding first, their working conditions related to central office support and, second, the impact of administrative support on their job satisfaction, commitment, and intent to leave. Major findings regarding teacher attitudes toward central office administrators include a perceived administrative distance with a sense of being managed from a distance and a lack of proactive assistance and a perceived dissonance in priorities and values between teachers and central office administrators. Suggested directions for improving the central office-teacher relationship include expanding opportunities for meaningful and relevant information exchange between central office staff and teachers and expanding opportunities for professional development and learning. The second section of the report notes that teacher attitudes toward building support and central office support were not often highly correlated. It stresses the importance teachers gave to the role of the on-site administrator, the principal, both positively and negatively. Additionally, many special educators reported that they do not feel included in their schools. The suggested directions for improving the teacher/ administrator relationships mentioned above are reaffirmed. (DB)

ED 389 156 EC 304 443

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Media; *English (Second Language); *English for Science and Technology; Foreign Countries; International Programs; Medical Vocabulary; Scholarly Journals; Scientific Literacy; *Second Language Instruction; *Second Language Programs; Technological Literacy; Writing (Composition)

This report contains a collection of articles that document the evolution of English for Science and Technology (EST) instruction and research--one of the earliest and most active branches of English for Specific Purposes (ESP). Articles included are: (1) "WWW-Based Instruction for EST" (Roy Bowers); (2) "English for Medical Purposes in Mexico: A Bulletin for EMP Practitioners" (Robert M. Chandler-Burns); (3) "Affective Barriers, Schema Theory, and Teaching in a Foreign Language" (Kiel Christianson); (4) "Using Journal Articles to Teach Research Writing" (Garry Dyck); (5) "English Language Development in a University Foundational Programme for Science Students" (Margaret Inglis); (6) "English and Technology as Customers" (Mary Ann Julian); (7) "English Enhancement for Engineering Students: Professional and Technical Communication (Protech)" (Elizabeth Ann Mueller); (8) "Can Multimedia Be Effective in EST?" (Brian Shilhavy); (9) "HUT Email Writing Project: An Ongoing Experiment" (Ruth Vilmi); and (10) "The English for Science Programme at the University of Hong Kong" (Andrew Wright). An international directory of EST programs (preliminary list of 22 programs in 13 nations) and services is appended. (NAV)

ED 389 175 FL 023 356

Rosberg, Merilee
Exploring Language through Multicultural Literature.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childhood Interests; *Childrens Literature; Cognitive Processes; Cultural Influences; *Language Experience Approach; Language Processing; *Language Skills; Language Universals; Metalinguistics; Multicultural Education; *Second Language Learning

This report describes a project that used children's literature to introduce 6- and 7-year-old children (n=25) in the United States to other languages to arouse their interest in finding out more about language. Most of the children were monolingual and spoke English; two boys spoke some Spanish. The study was conducted to see if young children's awareness about languages could be raised by their examination of children's books written in several different foreign languages, several of which were similar to stories that the children had read in English. The children were grouped into groups of 4 or 5 for about 45 minutes; each group met to look at the books on four separate occasions. The children were fascinated with the books and were quick to pick out similarities and differences in the print; they were curious, perceptive, and eager to talk about the languages. Findings demonstrate that children's literature reported. The study was designed to examine the progress and needs of bilingual students in several schools in the Southampton (England) area. It arose from concern about possible marginalization of minority language students in the context of the new National Curriculum. Existing documentation on bilingual/multilingual learners was examined through a survey of area schools and agencies, and was found to be inadequate. A more substantial study was then undertaken in one elementary/middle school with a high language-minority population, using classroom observation and both oral and written surveys of both monolingual and bilingual students. Sixteen parents were also surveyed, and 21 teachers were interviewed for their perceptions of the impact of the National Curriculum on bilingual learners. School support of and participation in the project was found to be widespread and helpful. Results suggest that: (1) documentation on this population needs improvement; (2) the changing nature of the population requires constant monitoring; (3) tendency is toward bilingualism with English dominance; (4) teacher attitudes about the curriculum remain mixed; (5) patterns of Punjabi speaker dispersal are not as anticipated; and (6) parents want native-language classes. (MSE)

ED 389 196 FL 023 403

Brumfit, Christopher; Mitchell, Rosamond
Trainee Teachers' Knowledge about Language. Occasional Papers, 33.
PUB DATE- Jan 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Contrastive Linguistics; English Teachers; Foreign Countries; Geographic Distribution; *Grammar; Knowledge Level, Language Attitudes; *Language Role; Language Teachers; Language Usage; *Linguistics; Questionnaires; Second Languages; *Student Teachers; Surveys; Teacher Education
IDENTIFIERS- England; University of Southampton (England)

A survey of teacher trainees at the University of Southampton (England) investigated trainee knowledge level of English grammar and of language use around the world. Responses of English and modern language teacher trainees (n=19), non-language teacher trainees (n=35), and in some cases, undergraduates from the general student population (n=238) were compared. Questions elicited knowledge of language-related terms (e.g., "mother tongue, dialect, paraphrase"), grammatical forms (e.g., "passive verb, adjective, adverb, infinitive"), grammatical functions, (e.g., "subject, predicate, direct object"), spelling, pronunciation, plurality, English in comparison with other languages, language names and distribution, and language interrelationships. Attitudes about accent, dialect, and standard usage were also explored, and information on where/how the students had received their linguistic knowledge was requested. Results are summarized here. It is concluded that overall, for teachers preparing for a multilingual society about to enter a much closer association with continental Europe, greater linguistic knowledge is needed and should be included in preservice teacher education. The questionnaire is appended. (MSE)

ED 389 197 FL 023 404

Meara, Paul

Education; Second Language Instruction; Second Language Learning; *Second Languages
IDENTIFIERS- *Content Area Teaching

A discussion of second language learning among language minority students looks at the increasing multiculturalism of the U.S. classroom and a number of related issues, including the relationship between first language development and second language learning, academic language needs, and literacy development, and concern about the appropriateness of standardized testing for linguistically and culturally diverse student populations. It then gives an overview of developments in and principles of integrated language and content (ILC) instruction, or the teaching of content in a second language. Finally, language development is examined in the context of extended school day programs. Basic principles are outlined, and simple strategies for promoting such development through language usage and organization of activities are offered. ILC is seen as a promising technique for additive language development in extended school-day programs because content can be not just academic, but also recreational. Implications for immigrant children in Dutch extended school-day programs are discussed briefly. (Contains 20 references.) A set of strategies and sample activities for ILC instruction in art, music, and physical education, including lesson plans, is presented separately. (MSE)

ED 389 217 FL 023 424

Budwig, Nancy
A Developmental-Functionalist Approach to Child Language.
PUB DATE- 95
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Case Studies; *Child Language; Children; *Developmental Psychology; *Language Acquisition; Language Research; Linguistic Theory; Psycholinguistics
IDENTIFIERS- *Functional Linguistics

A study of child language development that takes a combined developmental and functional view of language acquisition is reported. It has three parts. The first outlines a variety of functional approaches in linguistics, links linguistic theory with what is known about children's emerging conceptual and social development, particularly in the areas of agentivity and control, and describes the methodology of the study reported. The second part presents an analysis of six children's language development, three of whom are ego-anchored and three of whom are not. These case studies focus on the protracted nature of language development as viewed from the functionalist perspective. The third part elaborates on mechanisms of development, presenting various proposals concerning the organizational and re-organizational processes, drawing on both conceptual and environmental accounts. Further areas of research are suggested. A substantial bibliography and author and subject indexes are also included. (MSE)

ED 389 218 FL 023 426

Healey, Deborah, Ed.; Johnson, Norman, Ed.
TESOL CALL Internet Section Software List, 1995.
PUB DATE- 95
NOTE- 240p.
LANGUAGE- English

complexity could be improved through explicit training. In addition, in the original study, women scored significantly higher than men and showed greater improvement from pretest to posttest. (Appendixes contain a list of 57 references, 3 data tables, and 1 figure.) (Author/YLB)

ED 388 769　　　　CE 070 138

Frase, Mary
Community Service Performed by High School Seniors. Education Policy Issues: Statistical Perspectives.
PUB DATE- Oct 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Career Education; *Community Programs; High Schools; *High School Seniors; National Surveys; *Public Service; *Student Characteristics; *Student Participation; *Volunteers
IDENTIFIERS- National Education Longitudinal Study 1988

According to data collected in Spring 1992 as part of the National Education Longitudinal Study of 1988, 44% of high school seniors in 1993 had performed some type of unpaid community service in the past 2 years, and approximately 15% of all high school seniors performed some required service during the same period. Half of the seniors performing required community service reported that the requirement was connected to a class. The percentage of seniors reporting service that was entirely voluntary was nearly twice as high (29%) as the proportion reporting at least some required service. Females were more likely to perform community service than males, and whites and Asians were more likely to perform community service than were members of other racial/ethnic groups. Students' likelihood of performing community service also increased with their family socioeconomic status, reading proficiency, participation in college preparatory programs, and attendance at Catholic or other private schools. Church-related groups were the most frequently mentioned type of organization through which students performed their community service. Nearly half the seniors performing community service reported service involving one type of organization, and approximately one-fifth reported involvement with three or more types of organizations. (MN) outline and course topics. The course consists of three sessions, each of which has these components: teacher tips, activities, worksheets, information sheets, and handouts. Topics covered in the sessions include the following: active listening and effective communication skills; assertively getting one's point across; understanding the difference between a work group and a team; how to support the problem solving efforts of the team; resolving conflict through communication and trust in the team; and skills to reach consensus and/or agreement. (YLB)

ED 388 786   CE 070 172

Burt, Lorna
Complex Materials: Decoding the Facts. P.R.I.D.E. People Retraining for Industry Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 93p.; For related documents, see ED 351 578-599, ED 368 968-988, and CE 070 164-183.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Competency Based Education; Curriculum Guides; Instructional Materials; Job Skills; Labor Force Development; Learning Activities; *Literacy Education; *Reading Comprehension; *Reading Skills; *Reading Strategies; Student Evaluation
IDENTIFIERS- *Workplace Literacy

This workplace skills course on complex materials is designed for employees who want to increase their comprehension of more complex reading materials in the workplace. It uses a variety of materials from the workplace, including forms, memos, letters, and reports. Introductory material includes a course outline, objectives, and topical outline. The course consists of 12 sessions, each of which has these components: objectives, topics, methods, evaluation, materials list, teacher tips, and information sheets and handouts. Topics covered in the sessions include the following: developing a reading strategy; skimming and previewing; using the dictionary effectively; strategies for dealing with unfamiliar vocabulary; frequently confused words; identifying subjects, main ideas, and supporting details; responding to memos and letters; filling out more complex forms; and reading reports. (YLB)

participants increased their leadership skills in the following areas: challenging the process, inspiring a vision, enabling others to act, modeling the way, and encouraging the heart. Alumni indicated the following: they were more willing to challenge the status quo and take risks; they had broadened and changed their perspective of leadership roles/responsibilities within the community and were encouraging others to accept some leadership responsibility; and they had developed a greater appreciation for teamwork and collaboration. Benefits reported by alumni were as follows: increased networking within the community, greater understanding and ability to interact with people, increased self-confidence, and understanding, appreciation, and acceptance of their leadership responsibility as a citizen. (Appendixes contain a list of 16 references and instruments; specifically, Program Director interview questions, alumni focus group questions, and variables identified for focus group and face-to-face interviews.) (YLB) flowcharts that list each competency and student outcome in the learning guides and a matrix of topics used in the guides. The following section describes characteristics of the economically disadvantaged and characteristics that may affect learning; it provides suggestions for teaching economically disadvantaged students. A selected bibliography contains 19 references dealing with economically disadvantaged and culturally diverse learner populations. (YLB)

populations, glossary, and 30-item bibliography. (YLB)

ED 388 847 CE 070 238

Ripley, Paul
Prison Education in England and Wales. (2nd Revised Edition).
Mendip Papers MP 022.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Correctional Education; *Correctional Institutions; Correctional Rehabilitation; Criminals; *Educational History; Foreign Countries; Postsecondary Education; Prisoners; Prison Libraries; Rehabilitation Programs; Secondary Education; Vocational Rehabilitation
IDENTIFIERS- *England; *Wales

In response to prison disturbances in England and Wales in the late 1980s, the education program for prisoners was improved and more prisoners were given access to educational services. Although education is a relatively new phenomenon in the English and Welsh penal system, by the 20th century, education had become an integral part of prison life. It served partly as a control mechanism and partly for more altruistic needs. Until 1993 the management and delivery of education and training in prisons was carried out by local education authority staff. Since that time, the education responsibility has been contracted out to organizations such as the Staff College, other universities, and private training organizations. Various policy implications were resolved in order to allow these organizations to provide prison education. Today, prison education programs are probably the most comprehensive of any found in the country. They may range from literacy education to postgraduate study, with students ranging in age from 15 to over 65. The curriculum focuses on social and life skills. Vocational education is prevalent, and many types of teaching methods are tried. The future for prison education in England and Wales seems secure; prison education is likely to play an increasingly central role in prison reform efforts. This report includes a list of prison service establishments with addresses. (Contains eight references.) (KC)

LaGuardia's Co-op Seminars for School-to-Work Programs.
Technical Assistance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.
PUB DATE- Jun 95
NOTE- 30p.; Originally prepared for the Office of Technology
Assessment, U.S. Congress.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Exploration; Classroom Techniques;
*Community Colleges; *Cooperative Education; Coordination;
Educational Benefits; Educational Objectives; *Educational
Practices; *Education Work Relationship; Models; Partnerships
in Education; *Seminars; Two Year Colleges; Unions
IDENTIFIERS- City University of New York La Guardia Comm Coll

Co-op seminars are a key component of the cooperative education (CE) program at LaGuardia Community College in New York City. All LaGuardia students must enroll in CE and attend a series of co-op seminars that raise general issues about work, occupations in general, and the competencies required on the job. The seminars serve as a form of career exploration and a mechanism of connecting school- and work-based learning. Three levels of generic and major-specific seminars are offered. Like LaGuardia's CE program, the seminars attempt to promote an approach to teaching called TAR (Teach-Apply-Reinforce) and include classroom exercises and fieldwork assignments. Over the past decade, the co-op seminar program has undergone numerous changes, including a movement toward more generic seminars, greater flexibility, and use of union-sponsored and union-supported tutoring in basic skills. The co-op seminars incorporate a range of classroom techniques, including traditional lecture, class discussion, simulations/role play, and faculty sharing of personal experiences. The co-op seminars have proved to be a successful strategy for linking school- and work-based learning and offer a number of lessons for other schools considering establishing similar connecting activities. (Contains 17 references.) (MN)

VA Student Financial Aid. Opportunity To Reduce Overlap in Approving Education and Training Programs. Report to the Committee on Veterans' Affairs, U.S. Senate.

PUB DATE- Oct 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; Academic Standards; *Agency Role; Apprenticeships; Postsecondary Education; *Program Effectiveness; *Program Validation; Public Agencies; *State Agencies; *Student Financial Aid; *Veterans Education; Vocational Education
IDENTIFIERS- Department of Education; Department of Veterans Affairs

The Department of Veterans Affairs (VA) contracts with state approving agencies (SAAs) to assess whether schools and training programs offer education of sufficient quality for veterans to receive VA education assistance benefits when attending them. The General Accounting Office examined the gatekeeping activities of the VA and the Department of Education during fiscal year 1994. The study focused on the standards used by SAAs and the Department of Education in reviewing schools for participation in title IV programs and on the extent to which schools and programs with SAA-approved courses were also reviewed by the Education Department's gatekeeping system. It was estimated that $10.5 million of the $12 million paid to SAAs in 1994 was spent to conduct assessments that overlapped those of the Department of Education. Most of the overlap involved academic and vocational schools. The remaining SAA assessment activity (costing approximately $1.1 million) did not overlap activities of other agencies because it involved on-the-job training programs and unaccredited schools. (Appendixes constituting 50% of this document include information about the following: study scope/methodology, VA postsecondary educational assistance programs, education's gatekeeping triad, and key VA and Department of Education standards for approving courses at postsecondary academic and vocational schools.) (MN)

establishing and maintaining a strong working alliance between patient and therapist is necessary for successful therapy outcome; (3) therapists contribute to successful outcome through offering a relationship based on warmth, friendliness, genuine caring, understanding, and acceptance; and (4) therapists can further facilitate successful outcome by providing a consistent and purposeful approach and by considering the level of psychological maturity of the client. Contains 45 references. (Author/SR)

ED 388 899 CG 026 607

Lynn, Peter
The 1993 Leavers. The Scottish School Leavers' Survey.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Adolescents; *Dropouts; *Educational Environment; *Employment; Family Environment; Foreign Countries; High School Students; Questionnaires; Social Class; Student Educational Objectives; Teacher Student Relationship; *Truancy
IDENTIFIERS- *Scottish School Leavers Survey

This survey obtains information on: (1) the educational and employment activities of young people after they leave school; (2) the views and experiences that these youth have on school; and (3) background characteristics affecting these youth, such as parental level of education, social class, family circumstances, and housing tenure. The survey uses a 10% sample of students aged 16-18 who left school during the 1992-93 academic session. Results of the survey show that a majority of the dropouts felt positively about their teachers, but 16% thought the teachers did not care about them, 31% felt that their teachers could not keep order in the class and 44% felt that there were too many trouble makers in class. Evidence suggests that the parents of these subjects allowed them a great deal of independence and that this may have been a factor affecting the subjects' dropping out of school. Only 31% said that their parents limited their time for going out on school nights. Results also show that subjects were generally positive about their near future: most expected to be either in full time jobs or full time education one year later. Two appendices contain technical notes and the questionnaire. (SR)

styles. Within these three main areas, the essential skills that educators need for working together, such as trust building, listening, facilitating, collaborating, questioning, communication, and peer problem solving are illustrated through interactive strategies designed to empower educators to become proactive, rather than reactive with conflict. Chapter 1 begins with an overview of consulting. Chapter 2 describes a comprehensive problem-solving process. Chapter 3 explores strengths and limitations of three interactive approaches for consulting: facilitative, collaborative, and authoritative. Chapters 4 and 5 review communication skills. Chapters 6 and 7 describe the wide range of interpersonal styles. Chapter 8 explains how we can work effectively with people who have different interpersonal styles. Chapter 9 and 10 examine issues that make consulting with peers successful and those that make it challenging. Four appendices contain self-evaluations. Contains 41 references and an extensive list of resources. (JBJ)

discussing the impact of reading to children at a very early age is heard. The remaining portion of the video is divided into segments by years: 0-1, 1-2, 3-4, and 4-5 years. The video covers the developmental stages and reading behaviors children go through in each of the growing periods. The video shows infants chewing books and learning how to open books, older infants naming pictures and holding books upside down or turning pages backwards, and still older children gradually using books and listening to stories in a more traditional way. Interaction with the child is stressed in the video. A review of the entire footage is seen at the end of the video (about 1 minute in length) where it is easily observed that children who are read to early on go from "chewing books" to "reading books." The video uses graphics to make developmental points for each year. The video shows clearly what to expect children to do with books at different ages and how parents can facilitate their children's language skills and love of books by reading to them. (NKA) to read. Recommendations in the booklet address: (1) implementing a research-based balanced reading program that combines skills development with literature and language-rich activities; (2) providing teachers with diagnostic tools to modify instruction continuously; (3) emphasizing early intervention for children by mid-first grade; (4) establishing clear standards at each grade level; (5) redesigning teacher credential programs; (6) providing a high-quality preschool experience to all children; (7) supplying a large number of high quality, appropriate print and electronic instructional materials; (8) mobilizing all resources to make reading a priority in the elementary grades; (9) working with the entire community to ensure that every child can read; and (10) allocating resources to provide necessary support to teach reading in every public school. A call to action (specific actions for teachers, administrators, local school boards, parents, communities, the California Department of Education, and universities), a sample reading curriculum timeline, and a 38-item selected bibliography are attached. (RS)

ED 388 960 CS 012 313

Nelson, Eileen M.
Method of and Means for Improved Reading Efficiency of Persons with Specific Dyslexia. United States Patent 4,379,699.
PUB DATE- 12 Apr 83
NOTE- 11p.; Faint type on colored paper. Best available copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Dyslexia; Elementary Secondary Education; *Instructional Effectiveness; *Reading Attitudes; *Reading Difficulties; *Reading Improvement; Reading Research
IDENTIFIERS- Chicago Public Schools IL

This document presents case studies and information related to the United States patent on a method of and structure for improving the reading efficiency of persons with specific dyslexia in which the reading matter is presented with a brightness substantially greater than the background of the reading material. The paper begins with a description of the background of the invention, an abstract, and a summary of the invention, in the form of a single page extracted from the patent application. The document then presents a description of the methodology employed in gathering data on three male dyslexic students (aged 8, 15.5, and 16 years) from Chicago public schools, offers some responses obtained from the students in diagnoses, and offers a set of conclusions. The paper suggests that the dyslexics' attitudes toward reading, reading vocabulary, reading rate, and fluency increased dramatically. An additional case study of a 16-year-old male and a sample of the reading material (white text on a black background are attached). (RS)

Common Ground: Expanding Our Horizons.
PUB DATE- Jul 95
NOTE- 12p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (14th, University Park, PA, July 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Language Role; Multicultural Education; *Phenomenology; *Student Needs; Teacher Student Relationship; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Composition Theory; *Discourse Conventions; Merleau Ponty (Maurice); Woolf (Virginia)

In "Common Ground: Dialogue, Understanding, and the Teaching of Composition," Kurt Spellmeyer seeks to familiarize students and teachers with the linguistic and cultural no-man's-land separating them. Reinstating the value of two writing conventions often used by traditional students--expressive and commonplaces--can help expand on the horizons of "Common Ground." Typically, it is argued that personal expression invariably becomes romantic writing or writing for catharsis. Writing for discovery fails as well because students repeat cliched commonplaces instead of expressing and evaluating simultaneously. However, a brief study of phenomenological philosophy can further clarify how Spellmeyer's "misreading" thesis encourages the evolution of a linguistic common ground that includes these two conventions. Maurice Merleau-Ponty describes language as a gesture, an act of the body that bears upon language's origin in the carnal world. It cannot be known why a specific word is chosen but once it is, no other can take its place without referring to other contexts. There is a givenness, a quality exclusive to itself, in language, even in students' speech and writing. All this suggests that educators must recognize the value of their students' writing before they suggest ways of making it more academic or conventional. Tampering with a speaker's language twists its given contexts and may rob it of its original force of expression. Excerpts from Virginia Woolf's "To the Lighthouse" illustrate the complex relationship between experience, emotion, and language. (TB)

ED 388 998 CS 215 141

Maxwell, Rhoda J.
Writing across the Curriculum in Middle and High Schools.
PUB DATE- 96
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Theories; Education Majors; Higher Education; High Schools; *Interdisciplinary Approach; Intermediate Grades; Journal Writing; Junior High Schools; *Learning Strategies; Methods Courses; Middle Schools; *Secondary School Curriculum; *Teacher Education; Theory Practice Relationship; *Writing Across the Curriculum; Writing Evaluation; *Writing Skills
IDENTIFIERS- *Writing to Learn

Designed for education majors and minors in all subjects and as a resource for experienced teachers, the central theme of this book is writing to learn. The chapters are entitled: (1) Writing across the Curriculum; (2) Writing as a Process; (3) Levels of Writing; (4) Journals; (5) Writing as a Means for Learning; (6) Improving Writing Skills; (7) Writing in Math and Science; (8) Writing in Social Studies; (9) Writing in Art and Music; (10) Evaluation of Writing; and (11) Interdisciplinary Units. Each chapter is followed by a summary, discussion questions, suggested activities and references. Chapter 3 is devoted to describing the levels of writing, which are then incorporated throughout the book. While research and theory provide the backbone of this book, the general focus is practical application. Suggestions for teaching in the book include small groups, whole class, and individual work. (CR)

(070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Higher Education; *Mass Media; *Media Research; *Qualitative Research; *Research Methodology
IDENTIFIERS- Cultural Studies; Research Suggestions; *Textual Analysis

This study examines textual analysis methodology as applied to mass communication studies. It focuses particularly on the theoretical basis of textual analysis, the analytical process, and congruent theoretical perspectives. Although the term "textual analysis" is often used generically, this study differentiates textual analysis as developed by the British cultural studies tradition from other textual approaches, such as qualitative content analysis and discourse analysis. Particular attention is given to making the specialized vocabulary of textual analysis more accessible and providing concrete examples of the analytic process. The need for qualitative studies to delineate an integrated research design and specific methodology to obtain methodological rigor is stressed. Contains 50 references and 17 additional sources. (Author/TB)

ED 389 019 CS 509 077

Yowell, Bob
Interview with Octavio Solis.
PUB DATE- 3 Nov 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Characterization; *Cultural Context; Cultural Pluralism; Higher Education; Interviews; *Personal Narratives; *Playwriting; *Theater Arts
IDENTIFIERS- Cultural Sensitivity; Drama in Education; Latinos; *Solis (Octavio)

This interview with Mexican-American, Octavio Solis, considers that many facets of his education and experience in the theater. Solis, interviewed by Bob Yowell, Northern Arizona University Theatre Department faculty member and that campus' producer of Solis' play "El Paso Blue," touches on the importance of his acting experience when writing plays. Crediting his own teachers, he lauds educational theater (his play was winner of the American College Theatre Festival), gives valuable advice on character approaches for both actor and author, and discusses the influence of multiculturalism in those interpretations. (CR)

Reviews; Meta Analysis; *Racial Identification; Racial Relations; *Self Concept; Self Concept Measures; Self Efficacy
IDENTIFIERS- Group Attitudes; *Interethnic Communication; Research Suggestions

An empirical summary of 33 studies considers the relationship between racial group orientation and self-concept of an individual. This issue represents a fundamental assumption of afrocentric education practices, that the racial group orientation of the individual is related to the self-esteem of the individual. The results demonstrate a positive relationship between the degree to which a person has a positive orientation towards his or her own racial group and the person's level of self-esteem. Communication scholars increasingly need to consider the issues of interethnic communication--so much of communication scholarship deals with the issues of how a person relates to another as an individual. The development of additional insights and more refined analysis in this investigation will improve the understanding of how persons identify themselves as members of some particular cultural group. (Contains 39 references and 2 tables of data). (Author/CR)

Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Institutional Mission; Leadership; *Organizational Change; *Organizational Climate; *Organizational Development; Participative Decision Making; *Principals; School Administration; Strategic Planning; Systems Approach; *Total Quality Management

This paper presents findings of a study that examined the change process in 28 schools, with a focus on how principals went about transforming traditional school-work cultures into quality systems. The principals had participated in Managing Productive Schools (MPS), a comprehensive systems-approach program based on quality management concepts. Data were derived from interviews with the principals, a teacher survey, and administration of a school/work profile to teachers. This paper presents findings based on the interview data. It discusses themes of visionary leadership, cooperative strategic planning, systems thinking and action, innovative information systems, continual improvement, human-resource development, quality programs and services, quality culture, and customer satisfaction. A conclusion is that change is determined by a faculty's readiness to address challenges and that developing staff readiness is the principal's responsibility. The principals provided the knowledge and skills for a systemic framework of change. The strength of their vision of success for all students and belief in their faculty's capacity to respond to students' needs were crucial for successful change. Transforming the work culture of schools from bureaucratic patterns to more responsive structures requires leaders who understand the challenge, embrace systems thinking, and have the facilitation skills to engineer school development over time. Two figures are included. (Contains 21 references.) (LMI)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Secondary Education;
Organizational Change; Program Design; *Program Development;
*Program Implementation; *School Districts
IDENTIFIERS- *Accelerated Schools

The National Center for the Accelerated Schools Project at Stanford University has recognized that district-level change is necessary if changes at accelerated schools are to gain permanence and become widespread. The Center has therefore initiated a research and development project to design a set of models on which districts can reconstitute themselves as accelerated districts. These districts will support and perhaps even mirror their accelerated schools in their guiding philosophy and organization. This paper describes the Center's effort to develop models of accelerated districts, including the history of and rationale for accelerated schools. It also describes the Center's first attempt at school-district transformation, a collaboration with San Jose Unified School District (California). The San Jose experience taught participants the following lessons: (1) include all stakeholders in the "buy-in" decision; (2) design a fully developed model before implementation; (3) accurately assess needed and available resources; (4) build trust and belief among participants; (5) address external and internal politics; and (6) identify effective forms of communication. Recent accomplishments of the Center include the development of three organizational models for district implementation and a plan for creating a district design team. (Contains 15 references.) (LMI)

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Adult Literacy; Alcohol Abuse; Discipline; Drug Abuse; *Educational Objectives; Elementary Secondary Education; Graduation; Mathematics Achievement; *National Norms; Parent Participation; Professional Development; School Readiness; *School Safety; Science Education
IDENTIFIERS- *National Education Goals 1990

This document, one of four volumes comprising the 1995 Goals Report, is the fifth in a series of annual reports. This document provides in-depth information for on the progress toward the National Education Goals at the national level. The report is divided in sections pertaining to Goals 1-8. Each section discusses the Goal, identifies objectives, and presents a series of exhibits representing indicators for the national volume. Changes in progress are noted for the charts and sidebars highlight important information. The nation has made encouraging progress in mathematics achievement; prenatal care; and participation in Advanced Placement examinations in core areas such as English, mathematics, science, and history. Other areas, however, call for improvement. Data show that the United States has fallen behind in achieving the goals of adult literacy and lifelong learning and safe, disciplined, and alcohol- and drug-free schools. One essential step is for schools and families to form strong partnerships to improve education. The National Education Goals Panel's plans for supporting state and community development of academic standards and assessments are highlighted. Eighty-nine figures and a 1995 National Education Goals Report Questionnaire are included. Appendices contain technical notes and sources, acknowledgments, and a list of National Education Goals Panel staff members. (LMI)

Autonomy; *Standards; State Standards; *Timeout

This study investigated state policy, court litigation, and accreditation standards with respect to the use of time-out as a behavior management strategy in special education programs. The study's emphasis was on existing standards concerning the use of locked time-out rooms and student supervision requirements during the application of time-out. The first section reviews a sample of applicable state policy on the use of time-out from Arkansas, Pennsylvania, Delaware, Massachusetts, and Kentucky. The second section looks at case law, focusing on a recent briefing paper published by EDLAW, Inc. titled "Disciplining Disruptive Handicapped Students" (K. S. Mehfoud and S. J. Rosenfeld). This paper makes recommendations regarding the use of time-out, such as its inclusion in the student's Individualized Education Program, and also provides specific procedural recommendations for implementing time-out interventions. The third section discusses accreditation standards pertaining to the use of time-out in residential and health care facilities. The paper concludes that most states leave the development of behavior managemen procedures, including time-out, to local education agencies; that time-out rooms should not be locked and the child should be constantly observed while confined to the room; and that it is important to keep consistent data on the frequency of the target behavior to make sure time-out is having its intended effect. (DB)

A Socialization Program for Developmentally Disabled Deaf Adults.

PUB DATE- Jul 95
NOTE- 9p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *American Sign Language; *Deafness; *Developmental Disabilities; Group Homes; Interpersonal Competence; *Intervention; Multiple Disabilities; Program Development; Program Effectiveness; Program Implementation; Recreational Activities; *Socialization

This paper describes the need for and the structure of a socialization program designed to provide a social environment for five deaf adults with developmental disabilities residing in two different group homes. The program was developed to address the isolation experienced by such adults living in a community with others who do not use sign language. The program's focus was on fostering socialization among group members and strengthening participants' poor sign language skills. The program involved weekly group sessions in which five new signs were introduced and practiced in a social context, often a group game. Other activities included community dinners and outings. Attendance by group home staff members at some sessions led to staff gaining some sign language skill. An unsuccessful effort to teach the residents signed English led to adoption and use of American Sign Language. The program has been very successful, with enthusiastic involvement by participants. Staff at the group homes and the sheltered workshop where the residents work also report more positive attitudes and fewer discipline problems. (DB)

Brownell, Mary T.; And Others
Attrition of Special Educators: Why They Leave and Where They Go. Working Paper.
PUB DATE- 26 May 95
NOTE- 9p.; In: National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention, and Attrition (Washington, DC, May 25-26, 1995); see EC 304 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Disabilities; Elementary Secondary Education; *Faculty Mobility; *Influences; Interviews; *Job Satisfaction; Quality of Working Life; *Special Education Teachers; *Teacher Attitudes; Teacher Morale; Teacher Persistence; Teaching (Occupation)
IDENTIFIERS- Florida

Telephone interviews concerning special education teacher attrition were conducted with 96 former special education teachers in Florida. Both qualitative and quantitative techniques were used to analyze the interview data. Participants had not returned to their special education teaching positions after the 1992-93 school year. The majority of these leavers indicated that they had taken positions that were education-related. Disgruntled teachers (n=49) made up the largest category of leavers. Nondisgruntled teachers (N=36) made up the second largest category with the remaining 11 being unclear. Disgruntled teachers rarely left because of one factor. Instead, the interaction of factors often resulted in a teacher's decision to leave. Frequently cited reasons included feeling overwhelmed, unsupported, unprepared, and/or disempowered. However, 23 of the disgruntled teachers said they would become a special education teacher again. Nondisgruntled leavers indicated that they enjoyed teaching special education and usually left because of external factors such as other job opportunities, certification requirements, family influences, retirement, position not reoffered, and inadequate pay. Overall, when leavers were asked what could be done to encourage them to return to special education teaching, the largest portion said that no incentives would encourage their return. Others mentioned that more administrative and instructional support would be necessary, or that increased salary and/or a reduced work load would encourage their return. When asked about their future career plans, 54 of the leavers indicated that they wished to remain in education but not in the special education classroom. An attached table details teacher responses. (DB)

can be one meaningful way to introduce young children to other cultures and languages while, at the same time, raising their awareness of their own first language. (Contains 16 references.) (Author/NAV)

ED 389 176 FL 023 357

Torres-Guzman, Maria E.; Goodwin, Lin A.
Mentoring Bilingual Teachers. FOCUS: Occasional Papers in Bilingual Education No. 12.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Bilingual Teachers; Cognitive Development; Elementary Secondary Education; English (Second Language); Higher Education; Interprofessional Relationship; Language of Instruction; *Mentors; *Preservice Teacher Education; Professional Development; *Student Teacher Supervisors; Teacher Student Relationship; Teacher Supervision

This report offers guidance to those involved in bilingual education who may be or may want to mentor novice teachers in the field. The concept of mentoring is defined, and issues of mentoring implementation and alternatives in bilingual education are discussed, such as language of instruction, culture and instruction, language and cognitive development, and transformation and power relationships. More importantly, there is a discussion on the importance of preparing teachers who will help language minority students become partners in shaping the future and who will help create partnerships with non-bilingual teachers to support this process. Implications for the national education reform movement, such as Goals 2000, are also reviewed. (Contains 51 references.) (NAV)

Student Attitudes to Learning Modern Languages in the 1980s. Data from Nuffield Modern Languages Inquiry, 1986. Occasional Papers, 36.
PUB DATE- Mar 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; College Students; Course Content; *Educational Needs; Educational Strategies; Foreign Countries; Higher Education; Knowledge Level; Language Attitudes; *Modern Languages; National Surveys; *Relevance (Education); Scheduling; Second Language Instruction; Second Languages; *Student Attitudes; Time Factors (Learning)
IDENTIFIERS- United Kingdom

Results of a survey of college and university students of modern languages in Great Britain are presented in three separate reports. The first concerns current classroom practice in language teaching, including how students spend their time on language-related activities (e.g., attending lectures in a foreign language, doing translations, using a computer or language laboratory) within and outside language classes. A wide range of responses was received, suggesting little clear pattern. Students were also asked which activities they found most useful and enjoyable. The second report presents student attitudes about what skills language graduates should have (e.g., converse with near-native fluency, pick up topical or cultural allusions, read specialist material), and how they themselves meet those criteria. Results indicate a low level of agreement about needed skills and a high level of students complacency about their own language capabilities. Few saw literature or linguistics as features of an ideal modern language program. The third reports addresses the content and perceived value of a year of study abroad, including how the study period was arranged, how it was spent, patterns of foreign language use, cultural knowledge gained, and other personal benefit. (MSE)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authoring Aids (Programming); Bilingual Education; Business Administration Education; *Computer Assisted Instruction; Computers; *Computer Software; *Courseware; Elementary Secondary Education; *English (Second Language); Grammar; Listening Skills; Literacy Education; Pronunciation Instruction; Publishing Industry; Reading Instruction; Reference Materials; Science Instruction; Second Language Instruction; *Second Languages; Skill Development; Speech Skills; Vocabulary Development; Writing Instruction

The annotated list of software for language learning and instruction includes items used by English-as-a-Second-Language (ESL) teachers and those marketed for ESL. Software titles are grouped by hardware (Macintosh and MS-DOS), and within those sections, by language skill or application, including these categories: those discontinued by the publisher; comprehensive programs; discussion; grammar; listening; pronunciation; reading; reference; speaking; vocabulary development; writing; authoring; and other utilities. A separate section lists materials in the Teachers of English to Speakers of Other Languages (TESOL) freeware and shareware libraries. Appended materials include a list of publishers and addresses, names and addresses of individuals who may be contacted for further information about the programs, indexes to special categories (bilingual, business-related, CD-ROM, elementary education, literacy, science/technology) and titles, and a form for submitting additions to the list. (MSE)

ED 389 219 FL 023 429

Allison, Desmond
Why "Often" Isn't "Always."
PUB DATE- Dec 94
NOTE- 16p.; Paper presented at the Annual International Conference of the Institute of Language in Education (Hong Kong, December 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Classroom Techniques; College Students; Contrastive Linguistics; *English (Second Language); Foreign Countries; Grammar; Higher Education; *Interference (Language); *Language Patterns; *Language Usage; Linguistic Theory; Second Language Learning; *Writing (Composition)
IDENTIFIERS- Chinese People; Hong Kong

A study investigated the frequent choice of the term "always" instead of the more appropriate term "often" in the essay writing of native Chinese-speaking learners of English as a Second Language (ESL), focusing on how problematic usage of "always" can adversely affect perceptions of the student's competence in undertaking an academic discussion. Successful diagnoses of the problem and useful treatments are then sought in grammar textbooks. The apparent persistence of the problem among Hong Kong undergraduate students is then related to choices available in Cantonese and to linguistic analyses of the descriptive facts and communicative options in English. A small sample of concordance data is examined to suggest how the practice of ESL student writers at the University of Hong Kong compares with the usage of other writers in locally published academic writing. Classroom techniques for teaching alternative lexico-grammatical possibilities and their implications are discussed. (MSE)

ED 389 220 FL 023 430

Kabat, Grazyna; And Others
Cestina pro Pokrocile (Intermediate Czech).
PUB DATE- 95
NOTE- 265p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Communicative Competence (Languages); *Cultural Awareness; *Czech; *Grammar; Higher Education; Instructional Materials; Language Patterns; *Reading Materials; Second Language Instruction; Second Language Learning; Serials; Textbooks; Uncommonly Taught Languages; *Vocabulary Development
IDENTIFIERS- *Authentic Materials

The textbook in intermediate Czech is designed for second-year students of the language and those who already have a basic knowledge of Czech grammar and vocabulary. It is appropriate for use in a traditional college language classroom, the business community, or a government language school. It can be covered in a year-long conventional university course or a 10-week intensive course. Lessons are based on authentic reading passages from Czech daily newspapers and magazines, and introduce students to contemporary culture. After each passage, a set of 20 communicative activities and grammar exercises are presented. Topics of the 14 lessons are: traveling; cooking;

ED 389 240 HE 028 758

Tuma, John; And Others
Student Financing of Undergraduate Education, 1992-93, with an Essay on the Costs of Undergraduate Education before and after Student Financial Aid. National Postsecondary Student Aid Study: 1992-93. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 264p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; Demography; Family Financial Resources; Federal Aid; Fees; Grants; Higher Education; Institutional Characteristics; National Surveys; Scholarships; State Aid; Student Characteristics; *Student Costs; *Student Financial Aid; Student Loan Programs; Tuition; Work Study Programs
IDENTIFIERS- *National Postsecondary Student Aid Study

This report uses data from the National Postsecondary Student Aid Study of 1993 to examine how undergraduate students enrolled in the 1992-93 academic year financed their education. The report begins with an essay that explores in detail the relationships between the type of institution in which students were enrolled and their total cost of attendance, the distribution of financial aid among students by type of institution, and the net cost of enrollment among aided and non-aided undergraduates. The compendium of tables that follows provides additional data on each of the topics addressed in the essay. In addition, the compendium tables include data on the demographic characteristics of students enrolled in each institution type and on the distribution of financial aid by type (grants, loans, work-study, and other) and data by source (federal, state, institutional, and other). The table compendium (contains four sections which cover: (1) student demographics, (2) the cost of postsecondary education, (3) the distribution of financial aid, and (4) the net costs of postsecondary education. Each section is prefaced by a summary of the finding highlights. Appendixes contain a glossary and technical notes. (JB)

ED 389 241 HE 028 759

Choy, Susan P.; And Others
Student Financing of Graduate and First-Professional Education, 1992-93 with an Essay on Student Borrowing. National Postsecondary Student Aid Study: 1992-93. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 138p.; "This study has been conducted three times: 1986-87, 1989-90, and 1992-93." For the 1989-90 report, see ED 355 877.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Degrees (Academic); Demography; Doctoral Degrees; Family Financial Resources; Federal Aid; Fees; *Graduate Students; Grants; Higher Education; Institutional

ED 389 260   IR 017 358

Center for Advanced Technology Training (CATT) Feasibility Study.
PUB DATE- Sep 95
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Technology; Feasibility Studies; *Needs Assessment; School Business Relationship; Technical Institutes; *Technological Advancement; *Training; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Albuquerque Technical Vocational Institute NM

A study of the feasibility of establishing a Center for Advanced Technology Training (CATT) at the Albuquerque Technical Vocational Institute (TVI Community College, New Mexico) was conducted by members of the Albuquerque business community, government representatives, and college administrators. Phase 1 of the study was an examination of the conceptual feasibility of the CATT, and Phase 2 was the initial implementation plan. The Phase 1 study found a clear gap in the ability of the TVI Community College to meet the needs of the growing economy and employers in the Albuquerque area. Area businesses and industry, as well as the college's administration, found the proposed CATT to be viable and innovative. The second phase continued the team approach of the first phase to plan for: (1) an industry hub and service center; (2) teaching factories; (3) program incubators and catalysts; (4) outreach offices/extension services; and (5) educators and gateways to work. Specific plans for management are detailed. Four appendixes list the workgroup members, present detailed concepts of new technologies and skills, discuss key characteristics of CATT models, and offer a list of New Mexico occupations generally requiring postsecondary education. Four unnumbered tables in the text and three in the appendixes provide supplemental information about the planned CATT. (Contains 24 references.) (SLD)

ED 389 261   IR 017 460

Wells, John G.; Anderson, Daniel K.
Teachers' Stages of Concern Towards Internet Integration.
PUB DATE- Nov 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Mediated Communication; *Computer Uses in Education; Curriculum Development; Higher Education; *Integrated Activities; Questionnaires; Sex Differences; Student Attitudes; *Teacher Attitudes; Teacher Education
IDENTIFIERS- *Internet; West Virginia University

A course was designed at West Virginia University to provide educators with the fundamental skills and knowledge needed to successfully integrate and use computer-mediated communication (CMC) in their educational settings. Content was divided into progressive levels and delivered in the following three phases: (1) Internet hierarchy and access skills; (2) communication infrastructures; and (3) curriculum integration. Throughout the semester, in each of the phases of instruction, an opportunity was provided to assess individual concerns. The stages of concern questionnaire was used to measure participants'

ED 389 280 IR 017 491

Belk, James S.; And Others
Information Highway: Implementation through Partnerships.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; *Construction Programs; Educational Finance; Facility Expansion; *School District Reorganization; *Technological Advancement; *Telecommunications
IDENTIFIERS- Access to Computers; *Guilford County School District NC; Internet; *North Carolina; Technology Utilization

An analysis and evaluation by the State of North Carolina on its effective use of technology revealed that the state was highly fragmented in the use of and access to technology; the result of this evaluation was the vision of a state-wide network that would link 3,400 sites on a state-of-the-art telecommunications system. Southern Bell created a set of guidelines designed to assure broadcast quality audio and video production and to maintain high standards of construction for North Carolina Information Highway (NCIH) sites. On July 1, 1993, Guilford County Schools (GCS) merged three school systems; it was proposed that by rebuilding the budget inherited from three systems and capitalizing on savings made possible through the merger, GCS could allocate 1.7 million dollars to construct 17 of the 104 technology sites scheduled for the first year. Once constructed, GCS could address the following issues: equity, increased achievement, efficient use of financial resources, enhanced learning opportunities, expanded communication and evaluation. The classroom design for GCS makes the operation of the distance learning lab simple enough to encourage novice users. The use of new technologies in GCS's advanced information infrastructure fuels the creative development of new educational approaches and demonstrates the potential of electronic communication. (AEF)

ED 389 281 IR 017 492

Jo, Miheon L.
Uses of and Attitudes toward Computers in Korean Schools.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Case Studies; *Computer Attitudes; Computer Literacy; Computer Science Education; *Computer Uses in Education; *Educational Policy; Elementary Secondary Education; Foreign Countries; Questionnaires; School Demography; *Teacher Attitudes
IDENTIFIERS- *South Korea

The purpose of this study was to investigate the present status of computer use and educators' attitudes toward computers in

ED 389 300 IR 055 681

Jordan, Peter; Jones, Noragh
Staff Management in Library and Information Work. Third Edition.
PUB DATE- 95
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Interpersonal Competence; Job Satisfaction; Job Training; *Library Administration; *Library Personnel; Library Planning; *Management Development; Personnel Selection; Staff Development; Supervision; Tables (Data); Technological Advancement; Training Objectives; Work Environment

Technological, social, legal, economic, educational and political advances have greatly affected the management of staff who have had to adapt to such developments as networking, the independence of educational institutions, income generation, compulsory competitive tendering, quality management and user consultation. This book is a guide to staff management in library and information work. Topics of discussion include the working environment, motivation and job satisfaction, workforce planning, job description and personnel specification, recruitment and selection of staff, staff appraisal, staff training and development, and staff supervision and interpersonal skills training. Six tables and 42 figures provide information on such issues as job satisfaction, training and development needs, managerial styles, job descriptions, and interviews. (Contains 344 references.) (AEF)

ED 389 301 IR 055 684

Fast Facts: Recent Statistics from the Library Research Service, Nos. 104-107. September 1, 1995.
PUB DATE- 1 Sep 95
NOTE- 11p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Access to Information; Computer Literacy; Elementary Secondary Education; *Information Technology; *Learning Resources Centers; *Library Funding; Library Instruction; Library Personnel; *Library Surveys; Local Government; Media Specialists; Public Schools; *School Libraries; State Government; Statistical Data
IDENTIFIERS- *Colorado

Four issues of a newsletter on recent library statistics provide information on Colorado school library media centers, as well as census data on state and local government library spending. A 1994 survey of school library media centers reveals a lack of adequate library media staffing in half of the public elementary and secondary schools. According to another 1994 library survey, Colorado school library media centers are taking a leading role in providing electronic access to information and teaching information literacy. The 1990/91 and 1991/92 preliminary census data on government finances indicates that state and local expenditures for education and libraries are not "keeping pace" with total expenditures by those levels of government. A 1995 survey that compared

ED 389 321 IR 055 708

Smith, Jane Bandy
Achieving a Curriculum-Based Library Media Center Program: The Middle School Model for Change.
PUB DATE- 95
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Course Integrated Library Instruction; Instructional Design; Intermediate Grades; Junior High Schools; *Learning Activities; Learning Resources Centers; *Library Planning; Library Services; *Library Skills; Middle Schools; Models; *Program Development; Program Evaluation; *School Libraries; Student Characteristics; Student Needs

This book is a guide to the planning, implementation, and evaluation of a curriculum-based library media center program; although based on a middle school model, the tools are adaptable to any school setting. The first section defines a curriculum-based library media program and discusses the concept of change, including how to enlist support for change. The second section concerns understanding student needs and characteristics of students that shape the curriculum. The third section covers how to gather information about the school program, facility, and surrounding community. The fourth and fifth sections deal with planning a curriculum-based program and planning curriculum-based activities; the planning model, program priorities and library media committee involvement as well as the benefits of collaboration, instructional design, activities and concerns, and scheduling library media activities are discussed. The sixth section concerns teaching information skills and the seventh section, supporting personal development. The eighth section discusses evaluating a curriculum-based program. Appendices provide planning aids and examples, instructional planning aids and examples and record-keeping forms. (AEF)

ED 389 322 IR 055 709

Karp, Rashelle S., Ed.
Part-Time Public Relations with Full-Time Results: A PR Primer for Libraries.
PUB DATE- 95
NOTE- 54p.; Prepared by the Public Relations Section.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Desktop Publishing; Exhibits; Information Sources; *Library Development; *Library Planning; Library Policy; *Library Services; Mass Media Use; Program Evaluation; Publications; *Publicity; *Public Relations

The purpose of library public relations is to develop ongoing programs of contact between the librarians and the population groups that they serve. This book is a guide to creating a library public relations program or for improving an existing program. The information is divided into six sections, and

ED 389 340 IR 055 734

Council on Library Resources, Inc., 39th Annual Report, 1995.
PUB DATE- 95
NOTE- 57p.; For the 38th annual report, see ED 377 885.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Annual Reports; Committees; Costs; Economic Factors; Grants; Human Resources; *Information Technology; Interlibrary Loans; *Leadership; *Library Administration; Library Services; *Research Projects; Technological Advancement
IDENTIFIERS- *Council on Library Resources; Electronic Libraries; Financial Reports; Information Infrastructure; Technological Infrastructure

This report emphasizes the plan of the new President of the Council on Library Resources (CLR) plan to concentrate on the development of leadership in libraries to better manage technologically advanced services, the transition to the electronic library, and the economics of information and information technology. The Council engaged in a project to foster development of leadership within the library and information science community, and has undertaken a study of the costs of interlibrary lending and borrowing. The "Program Review" section highlights activities in human resources, economics, infrastructure, access and processing, and CLR committees; contains a bibliography of 36 publications and reports resulting from CLR programs in 1994/95; and describes program guidelines and grant application procedures. The report concludes with financial statements of active projects. (DGM/BEW)

ED 389 341 IR 055 739

Kristof, Cynthia
Accuracy of References in Five Entomology Journals.
PUB DATE- 94
NOTE- 36p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Bibliographies; Case Studies; *Citation Analysis; Citations (References); Comparative Analysis; *Entomology; *Error Patterns; Periodicals; Publications; *Scholarly Journals; Scientific and Technical Information
IDENTIFIERS- *Error Detection

In this paper, the bibliographical references in five core entomology journals are examined for citation accuracy in order to determine if the error rates are similar. Every reference printed in each journal's first issue of 1992 was examined, and these were compared to the original (cited) publications, if possible, in order to determine the accuracy of the reference. Percentage of total errors was calculated for each journal, and the errors were sorted by type, such as an error in an author's name or in pagination. The study focused on the following research questions: (1) "What percentage of citation errors typically occur in the most cited entomology periodical literature? Overall, are the references in these entomology journals more or less accurate than those in medical and library science journals?"; (2) "What types of errors typically occur, and how do they compare with results of other studies?";

ED 389 358 JC 960 003

Actual 1994-95 Cost Allocation Summary.
PUB DATE- Dec 95
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Community Colleges; *Educational Finance; *Enrollment; *Expenditure per Student; Expenditures; Full Time Equivalency; Income; Operating Expenses; *School District Spending; State Aid; Tables (Data); Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin Technical College System

Drawn from college data submitted on 1994-95 actual cost allocation schedules, this report provides information on district and statewide program costs for the Wisconsin Technical College System. A brief introduction reviews actual unit costs and ratios for headcount enrollments and full-time equivalent (FTE) students, indicating that the total unduplicated headcount for the system was 434,780 students, at a cost per headcount student of $1,160, and that FTE enrollment was 59,156 students, at a cost of $8,525 per student. This section also indicates that total operational cost for the system was $504,272,000. The bulk of the report contains cost schedules illustrating the following: (1) systemwide operational costs and total budget; (2) systemwide total expenditures and revenues; (3) systemwide staff costs; (4) systemwide materials fees and FTE student enrollments; (5) statewide costs and FTE enrollment by college; (6) statewide costs per FTE by aid category; (7) costs per FTE by college for college parallel programs, associate degree programs, vocational programs, vocational/adult programs, and community services; (8) FTE students and cost by college for agriculture, business, graphics, home economics, industrial, service and health, technical, television, and general education; (9) FTE enrollment and operational cost percentages; (10) cost ratios per FTE student; and (11) FTE student enrollment percentages. (TGI)

ED 389 359 JC 960 004

Report for the Florida Community College System: The Fact Book, October 1995.
PUB DATE- Oct 95
NOTE- 200p.; Report is printed on colored paper. For the 1994 fact book, see ED 377 918.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Programs; *Community Colleges; Degrees (Academic); Educational Finance; *Enrollment Trends; Full Time Equivalency; Governance; Intellectual Disciplines; Program Costs; Salaries; *School Personnel; *School Statistics; State Surveys; Student Characteristics; Tables (Data); Teacher Salaries; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Florida

Designed to convey timely, accurate, and comparative information about Florida's 28 community colleges, this fact book provides descriptive and statistical data on enrollment trends, college

ED 389 376 JC 960 021

Hornby, Peter A.

Using a Computerized Laboratory as a Springboard for Transforming a Traditional Lecture Course.

PUB DATE- Mar 95

NOTE- 8p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Active Learning; *Classroom Techniques; *Cognitive Psychology; *Computer Assisted Instruction; Course Descriptions; *Course Objectives; Curriculum Development; Group Activities; Higher Education; *Learning Laboratories; Psychological Studies

IDENTIFIERS- State University of New York Coll at Plattsburgh

In 1987, a computerized laboratory component was incorporated into a traditional lower division, lecture-oriented, cognitive psychology course at State University of New York College at Plattsburgh. At first, eight computerized experiments were available for students to participate in as subjects, while students were simply assigned the activities to complete individually. Currently, however, one class period per week is dedicated to a laboratory/recitation session, with groups of six students discussing their experiences with the assigned experiments. Part of the next class session is then devoted to discussing the aggregated results of the experiment and critiquing its design. Because of the addition of the laboratory component, the course is now focused on understanding the process of doing cognitive psychology rather than simply learning about the products of previous research. The laboratory sessions provide increased active learning, increased peer interaction, more informal student and instructor roles, and additional methods of student evaluation. A description of 10 computerized laboratory activities used in the course is appended. (BCY)

ED 389 377 JC 960 022

Fago, George C.

Teaching Statistics: Shaping, Fading and Concept Formation.

PUB DATE- Mar 95

NOTE- 16p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Techniques; College Freshmen; Computer Uses in Education; Concept Formation; *Cooperative Learning; Course Descriptions; Higher Education; *Introductory Courses; *Learning Laboratories; *Statistical Analysis; *Teaching Methods

Based on the assumption that a hands-on approach would enable students to better grasp the usefulness of concepts presented, a course and laboratory component in non-experimental research

ED 389 394 PS 023 626

Oberhuemer, Pamela
Who Works with Young Children? Concepts and Issues of Staffing and Professionalization in European Countries.
PUB DATE- Sep 95
NOTE- 10p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- After School Programs; Child Caregivers; *Child Care Occupations; *Cross Cultural Studies; Day Care; Early Childhood Education; Foreign Countries; Infant Care; *Nonformal Education; *Professional Training; Teacher Education; Training Methods; Training Objectives
IDENTIFIERS- *European Community

This is the preliminary report of a project collating information from 15 European Union countries on professionals serving infants through 14-year-olds in nonformal educational settings. Findings include: (1) There is a great range of variation in the training of individuals working in non-traditional education and child care; this ranges from university trained practitioners to workers who may or may not have completed a 200 hour optional training program; (2) similarly, in some countries, there is a rigid training division which suggests that those working with very young children have access to less training than those working with children 4 or older; (3) in several countries, there is a move towards unifying the training system for those working with all age groups; but the inclusion of training for those working with preschool students lags behind these efforts; and (4) work tasks and professional roles differ widely for those working with various age groups. Three areas requiring further cross-national research are: (1) the goals and aims of training for child care professionals; (2) ways to widen the range of employment opportunities for educators; and (3) ways to redefine the relationship between parents and educators and child care professionals. (JW)

ED 389 395 PS 023 640

Anderson, Rhydonia H.; And Others
Assessment of Parental and Adolescent Verbal Interactions.
PUB DATE- Nov 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Anger; Conflict; Depression (Psychology); Parent Attitudes; *Parent Child Relationship; Parents; *Self Concept; Self Concept Measures; *Self Esteem; *Verbal Communication
IDENTIFIERS- *Parenting Styles

Verbal interactions between adolescents and their parents may affect adolescents' self-esteem and self-concept. The current development of an instrument, the Verbal Interaction Questionnaire (VIQ), was designed to measure adolescents'

ED 389 413 PS 023 722

Harper, Lawrence V.
Early Orientation and Later School Achievement.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the National Head Start Association's Annual Training Conference (22nd, Washington, DC, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Caregiver Child Relationship; Child Behavior; Child Caregivers; Early Childhood Education; *Family Environment; Family Life; *Lower Class Students; Low Income; Middle Class Students; Parent Child Relationship; Poverty; Preschool Children; Skill Analysis; *Skill Development; Stimulation; Verbal Communication
IDENTIFIERS- *Project Head Start

Most research on the long-term outcomes of early enrichment programs for low-income children suggests that the effects of Head Start participation and similar experiences are to help narrow the gap between academic achievement of low-income and higher-income children. The failure of children from low-income families to excel in public schools has been attributed to their tendency to develop skills more appropriate to a different cultural setting than what fits within an academic setting. Poor children experience different kinds of verbal interactions with adults and generally less academic, intellectual stimulation in their homes. Thus, when entering school, low-income children bring with them different backgrounds from middle-class children, resulting in differing ways of relating to adult authority figures in school settings. This research was conducted under the premise that the degree to which children are either adult- or peer-oriented is a critical factor for school success. Preschool children who spend more time with adult caregivers develop expectations of adults as valuable resources and also cultivate greater skill in using adults as resources. The research suggests that Head Start programs can show children that adult, extra-family caregivers can also be valuable resources. The approach suggested includes an emphasis on the role of adults, especially teachers, as useful resources, facilitators of interesting activities, and as a means of comfort and assistance for children. Contains 28 references. (BGC)

ED 389 414 PS 023 724

Derscheid, Linda E.
The Relation among Moral Behavior, Peer-Directed Internal State Language, and Perspective-Taking Ability for Preschoolers in Mixed-Age Settings.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Behavior; Child Development; *Day Care Centers; Grouping (Instructional Purposes); Helping

ED 389 433 PS 023 779

Wylie, Cathy; Smith, Lesley
Learning To Learn: Children's Progress through the First 3 Years of School. Junior School Study.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- 95
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Classroom Techniques; Elementary School Students; Foreign Countries; *Learning Strategies; Mathematics Achievement; Parent Attitudes; *Parent School Relationship; Primary Education; Reading Achievement; Student Evaluation; *Student Motivation; Teacher Attitudes; Writing Achievement
IDENTIFIERS- New Zealand

This study organized in 2 sections examined the progress of 32 New Zealand children during their first 3 years at school. Their achievement levels in reading, mathematics, and writing were examined based on interviews with the children, their teachers, and their parents; school records; notes; and video recordings. Section 1 deals with perceptions of progress, in light of the child's actual progress; and section 2 discusses assessment and reporting practices that conveyed the child's progress to parents. The study found tension between the worlds of school and home and between perceived differences in approaches to children's learning. Teachers' understanding of how children make progress was in accord with their approach to curriculum and assessment. Their approach was oriented to developing an internal motivation for learning based on the perception that ability is changeable through effort ("learning goal" motivation). The study found that such teachers are more likely to use helpful learning strategies than persons with a "performance goal" orientation, which relies on external feedback and sees ability as fixed. Some classroom practices, however, did not fit the "learning goal" model, and the study considered the ambiguous nature of tangible feedback (such as stickers and stamps) and use of ability groups. Teachers' concern that parents may focus on these forms of feedback to gauge their child's progress was also explored. The study highlights the importance of clear communication with parents and crossing gaps between home and school that affect child's learning. (Contains two sets of references, approximately 80 and 50 items, respectively. Five appendices contain school descriptions and interview schedules.) (TM)

ED 389 434 PS 023 780

Schlessman-Frost, Amy
Follow Through's Impact on Families and in Communities: Evaluation Findings and Parents' Perspectives. Roundtable Summary.
PUB DATE- 15 Apr 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 389 454 PS 023 831

Danis, Agnes; And Others
The Quality of the Environment of the Child: Study of Cognitive Interactions in Parent-Run Preschools.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Sep 95
NOTE- 24p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Caregiver Child Relationship; Child Development; *Developmental Stages; Family School Relationship; Foreign Countries; Individual Development; Interpersonal Competence; Interpersonal Relationship; *Parent Participation; *Parents as Teachers; Parent School Relationship; Personality Development; *Preschool Children; Preschool Education
IDENTIFIERS- France

Using observation and analysis of children's interactions with their environments, this study evaluated the quality of parent-run day care centers. Observation reduces the degree of subjectivism, respects the integrity of the child-care situation, and allows one to witness the actual effects of the environment and to observe the combined effect of multiple factors. The study focused on proximal environment defined in terms of interactions with the environment that facilitated children's discovery and understanding of their world. Environment was defined as the entire situational context in which children develop. Observations took place at four parent-run schools between January and June 1994. Observations were made from videotapes; over 44 hours of data were analyzed. Results of analyses included the following: (1) the degree of parental participation affected the degree of complexity of children's interactions with their environment; (2) children benefitted more or less from complicated interactions depending on whether they came from socioeconomically advantaged or disadvantaged backgrounds; and (3) adults' levels of interactions varied with children's age. (Contains 27 references.) (JW)

ED 389 455 PS 023 832

Newbill, Sharon L.; Clements, Andrea
Getting To Know Third-Graders.
PUB DATE- Nov 95
NOTE- 11p.; Paper presented at the Mid-South Educational Research Assocation Meetings (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Childhood Attitudes; Childhood Needs; Cognitive Development; *Elementary School Students; Fear; *Grade 3; Hispanic Americans; Primary Education; Self Concept; Self Concept Measures; Sex Differences; Student Attitudes; Student Characteristics
IDENTIFIERS- African Americans

Using 400 autobiographical accounts offered by third graders,

ED 389 474 PS 023 972

Edwards, Carolyn Pope; Springate, Kay Wright
Encouraging Creativity in Early Childhood Classrooms. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Art Materials; Class Activities; Classroom Environment; Classroom Techniques; Creative Activities; *Creative Development; *Creative Expression; *Creativity; Early Childhood Education; Teacher Student Relationship; *Young Children
IDENTIFIERS- ERIC Digests; Project Approach (Katz and Chard); Reggio Emilia Approach

This digest considers teacher- and child-initiated strategies for enhancing young children's self-expression and creativity. When teachers think about art and creative activities for children, it is important for them to consider that young children: (1) are developmentally capable of classroom experiences which call for (and practice) higher level thinking skills, including analysis, synthesis, and evaluation; (2) need to express ideas through different expressive avenues and symbolic media; (3) learn through meaningful activities in which different subject areas are integrated; and (4) benefit from in-depth exploration and long-term projects. Given what is known about young children's learning and their competence to express their visions of themselves, classrooms and classroom activities can be modified in several ways to support children's emerging creativity. First, class schedules should provide children with unhurried time to explore. Children should not be artificially rotated from one activity to another. Second, children's work spaces should inspire them. Children's work is fostered by a space that has natural light, harmonious colors, and comfortable work areas. Third, teachers can provide children with wonderful collections of resource materials that might be bought, found, or recycled. Fourth, the classroom atmosphere should reflect the adults' encouragement and acceptance of mistakes, risk-taking, innovation, and uniqueness, along with a certain amount of mess, noise, and freedom. In order to create such a climate, teachers must give themselves permission to try artistic activity. Finally, teachers can provide occasions for intense encounters between children and their inner or outer world. Children's best work involves such encounters. (BC)

ED 389 475 PS 023 973

Zill, Nicholas; And Others
School Readiness and Children's Developmental Status. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials - ERIC Information Analysis

ED 389 491 RC 020 344

Lloyd, Marie-Pierre; Packer, Steve
Educational Consultancy in Small States: A Source Book. Educational Development in the Small States of the Commonwealth Series.
PUB DATE- 94
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *College Role; *Consultants; *Educational Development; Educational Policy; Foreign Countries; *Government School Relationship; Higher Education; International Programs; Policy Formation; Privatization; *Technical Assistance; Universities
IDENTIFIERS- Consultant Role; *Small Countries

A problem for small states is how to access specialist knowledge when the national pool of human resources is small. This is a difficulty for ministries of education and educational institutions. The usual response is to draw on technical assistance, often as part of a wider aid package, from industrialized countries or international agencies. But there is scope for developing the capacity of universities within small states to provide consultancy services. This offers a way for institutions of higher education to play a stronger role in national education development. The result of a training workshop on educational consultancy in small states, this manual has three parts. Part One examines demographics of small states; factors influencing their choice of consultants; and the nature of consulting (including a definition), why consultants are used, consultancy as an agent of change, and the ethics of consultancy. Part Two presents a five-phase model of the consulting process and the skills required for successful consulting. Part Three examines key considerations in developing a consulting business, including planning, structure and administration, marketing, and management of assignments. Case studies illustrate the consultancy dilemmas of small states and describe existing university-based consultancies in four small states. Contains an 80-item bibliography for further reading with the following sections: managing consulting organizations; selecting and using consultants; consulting skills; communication and report writing skills; consulting in education; education in small states; and general topics. Contains 15 references. (TD)

ED 389 492 RC 020 345

Lomas Garza, Carmen
Family Pictures = Cuadros de familia.
SPONS. AGENCY- Pacific Telesis Foundation, San Francisco, CA.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Artists; Children; *Childrens Literature; Extended Family; *Family Life; *Hispanic American Culture; Mexican American Literature; *Mexican Americans; Picture Books;

ED 389 508 RC 020 413

Nabhan, Gary Paul; Trimble, Stephen
The Geography of Childhood: Why Children Need Wild Places. The Concord Library.
PUB DATE- 94
NOTE- 209p.; Introduction by Robert Coles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- American Indian Culture; Child Development; Childhood Interests; *Childhood Needs; *Child Rearing; *Children; Early Childhood Education; *Early Experience; Elementary Secondary Education; *Environmental Education; Essays; Outdoor Education; Parents as Teachers; Play; Rural Environment; Wildlife
IDENTIFIERS- Environmental Awareness; *Nature Study; *Sense of Place

This book considers how children form connections with the natural world, and questions what may happen to children denied exposure to wild places--a reality for many children today. Two men draw on memories of their own childhoods and on their experiences as naturalists and as fathers to tell stories of children learning about wild places and wildlife in settings that include empty city lots, suburban backyards, the Indiana Dunes, isolated Nevada sheep ranches, Native American communities in the Southwest, and rural Mexico. Eight essays discuss the ways that young children investigate and play in an outdoor place and thereby, make the place their own; children's development of competence and self-esteem through experiences in the natural world; rites of passage and how one young naturalist found his calling; differences in the ways that men and women relate to the land, and cultural restraints on women's outdoor behaviors and careers; environmental education through traditional family story telling versus television viewing; growing up on isolated Western ranches and the environmental attitudes of Westerners; fear of reptiles and developing an appreciation for all wildlife; and camping and hiking with dogs and children. Contains references in end notes. (SV)

ED 389 509 SE 055 707

Secrets of Science. Videos 1-13. Videotape.
PUB DATE- 94
NOTE- "Secrets of Science is a comprehensive 13 part video series presented by Discover Magazine, America's leading monthly science publication...for ages 15 and up." Each tape contains two programs (24 minutes each program, 48 minutes per tape).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Animals; Astronomy; Audiovisual Aids; Aviation Education; *Climate; *Earth Science; Electricity; Engines; Entomology; Evolution; Oil; Photography; *Physics; Plants (Botany); Science Education; *Scientific Concepts; Secondary Education; Space Exploration; Space Sciences; Stars; *Technology; Transportation; Vision; Volcanoes; Weather; Written Language; Zoology

Discoveries in science and technology are being made at such a rapid pace that it is often difficult for many teachers to stay abreast of new and relevant information. To assist teachers in

ED 389 530 SE 056 857

Chaney, Bradford
Student Outcomes and the Professional Preparation of Eighth-Grade Teachers in Science and Mathematics. NSF/NELS:88 Teacher Transcript Analysis.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- May 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; Grade 8; Junior High Schools; Mathematics Instruction; Science Instruction; *Secondary School Teachers; *Student Characteristics; *Teacher Characteristics; *Teacher Education; Teacher Effectiveness

The purpose of this study was to investigate the importance of teachers' professional preparation in mathematics and science, particularly with respect to student outcomes as measured through student test scores. The study uses the base-line data collected in 1988 for the National Education Longitudinal Study, a national study of 24,599 students in the eighth grade. The following factors affecting science and mathematics learning are discussed in detail: student characteristics including attitudes, students' plans for the future, student behavioral characteristics, gender equity, and minorities; school environment characteristics including attention given to science and mathematics, assessment, and resources; teacher characteristics and practices including teacher preparation, cooperative learning, texts, and homework; and family environment. Other topics discussed include: teacher characteristics as measured through transcripts including types of courses taken and grade point averages; teachers' backgrounds and the classroom environment including content covered by teachers, approach to homework, teachers' use of time, teachers' attitudes, patterns in teacher and student assignments, and influence of teachers on student attitudes; and teacher's background and student outcomes including inequalities in teachers assignments and student outcomes and multiple regressions. Ten appendices include: a description of NELS:88; the reliability of survey estimates, a comparison of transcript-based measures against teachers' self reports, academic degrees, and teacher certification. Contains 73 references. (JRH)

ED 389 531 SE 057 019

Mogard, Sue; McDonnell, Ginny
Gobble Up Math: Fun Activities To Complete and Eat for Kids in Grades K-3.
PUB DATE- 94
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Estimation (Mathematics); *Food; *Fractions; *Geometry; Learning Activities; Mathematical Concepts; *Measurement; *Number Concepts; Primary Education
IDENTIFIERS- Mathematics Activities; *Patterns (Mathematics)

This book uses foods as catalysts for learning mathematical concepts. Each hands-on activity in this math center suggests accessible, healthful, and easy-to-prepare foods to be used in

ED 389 553 SE 057 196

Battista, Michael T.; Clements, Douglas H.
Enumerating Cubes in 3-D Arrays: Students' Strategies and Instructional Progress.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Concept Formation; Elementary Education; Elementary School Students; *Geometry; Mathematics Education; *Visualization

This investigation is part of a combined research/curriculum development project in which children's learning is being examined in the context of developing and testing instructional units on 3-D geometry in grades 3, 4, and 5. There are two components to the article. First, the strategies and cognitive constructions that students utilize to conceptualize and enumerate the cubes in 3-D arrays are described. Second, the change in thinking of students as they are involved in instructional tasks that help them develop more sophisticated thinking about enumerating cubes in 3-D arrays are examined. (Author/MKR)

ED 389 554 SE 057 197

Zang, Richard A.
Inferring Internal Strategic Problem Representation and Its Development: A Two-Year Case Study with Marcia.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Processes; *Concept Formation; *Elementary School Students; Grade 4; Intermediate Grades; Interviews; Mathematics Education; *Problem Solving
IDENTIFIERS- *Representations (Mathematics)

This study is part of a longitudinal study of 22 elementary school children observed over a 3-year time span in the classroom and in individual task-based interviews. Through the examination of videotaped structured clinical interviews of Marcia, the first in 1992 when she was 9 years old (4th-grade), this study seeks to draw inferences about her internal strategic problem representations while engaged in problem-solving activity, and to analyze how these representations developed over a 2-year time span. An analysis of Marcia's task-based interviews shows that strategies are accessible to her, and even more importantly, that they do not necessarily need to be "taught." The research reported here shows that Marcia, when left to her own devices, not only invented strategies and representations to aid her in finding a solution to the problem, but she often did so in noncanonical ways. (Author)

ED 389 577 SE 057 220

Lo, Jane-Jane; Watanabe, Tad
A Fifth Grader's Attempt To Expand Her Ratio and Proportion Concepts.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Elementary School Students; Grade 5; Intermediate Grades; Mathematics Education; *Prior Learning; *Ratios (Mathematics)

One fifth grade student, Martha, was encouraged to develop her informal ratio and proportion strategies during a 6-month teaching experiment. The challenges Martha faced during the teaching experiment are described. The current study supports the claim made by Kaput and West (1994) that initial instruction on ratio and proportion based on children's informal strategies should be introduced as early as the third grade. Contains 11 references. (Author/MKR)

ED 389 578 SE 057 221

Watanabe, Tad
Incongruity and Complexity of Young Children's Understanding of Simple Fractions.
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Elementary School Students; *Fractions; Grade 5; Intermediate Grades; Mathematics Education; *Problem Solving
IDENTIFIERS- *Perimeter (Geometry)

Fifth grade children's (n=16) understandings of simple fractions such as 1/2, 1/3, and 1/4 were investigated. The study identified three alternative conceptions of fractions: (1) 1/"N" is one of "N equal" parts, (2) 1/N is one of "N equal" parts, and (3) parts must fit together to form the whole. In addition, many participants believed that the perimeter measured the area. This conception of area measurement also influenced the participants' problem-solving activities significantly. (Author/MKR)

ED 389 579 SE 057 222

Lachance, Andrea; Confrey, Jere
Introducing Fifth Graders to Decimal Notation through Ratio and Proportion.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24,

ED 389 602 SE 057 246

Chauvot, Jennifer; Turner, Pamela
The Developing Role of Teacher: One Preservice Secondary Mathematics Teacher's Beliefs and Experiences.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177. Research supported also by the Georgia Research Alliance.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; Mathematics Education; *Mathematics Teachers; Preservice Teacher Education; Problem Solving; Secondary Education; *Secondary School Mathematics; Secondary School Teachers; *Teacher Attitudes; *Teacher Role; Teaching Methods
IDENTIFIERS- NCTM Curriculum and Evaluation Standards; *Preservice Teachers; Teacher Candidates

This study followed one preservice teacher, Liz, as she progressed through her senior year of a secondary mathematics education program that illustrated and encouraged views congruous with the National Council of Teachers of Mathematics (NCTM) "Standards." At the start of the program Liz saw her role as one in which it was her responsibility to create a classroom environment defined to be non-intimidating, non-frustrating, interesting, and motivating for her students. Throughout the year, her beliefs defining her role of teacher were strengthened by the program. In addition, a belief in the use of problem-solving activities evolved from her beliefs of her role of teacher. This belief in problem-solving activities, combined with her student teaching experience caused Liz to re-examine some of her earlier beliefs. (Author/MKR)

ED 389 603 SE 057 247

Wilson, Melvin R.; Lloyd, Gwen
High School Teachers' Experiences in a Student-Centered Mathematics Curriculum.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 9; *Grouping (Instructional Purposes); High Schools; *High School Students; Interviews; Mathematics Education; *Mathematics Teachers; Observation; *Secondary School Mathematics; *Secondary School Teachers; *Teacher Guidance; Teaching Methods
IDENTIFIERS- *Teacher Change

Three mathematics teachers and 10 of their ninth grade students were observed and interviewed during a 6-week period. One teacher claimed that her main challenge--implementing a student-centered curriculum--was her doubt that students would make the right connections without her explanations. Another teacher

ED 389 627 SE 057 302

Goh, Swee Chiew; Fraser, Barry J.
Learning Environment and Student Outcomes in Primary Mathematics Classrooms in Singapore.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Classroom Environment; Elementary Education; *Elementary School Students; Foreign Countries; *Mathematics Achievement; *Sex Differences; Student Attitudes
IDENTIFIERS- Singapore

This study examined the nature and impact of two aspects of classroom learning (interpersonal teacher behavior and classroom climate) on the affective and cognitive outcomes of elementary mathematics students in Singapore. A secondary purpose was to explore gender differences in students' achievement, attitudes, and perceptions of the classroom environment. A random sample of 1,512 boys and girls from government elementary schools was used. For the analysis of environment-outcome associations, simple, multiple, and canonical correlation analyses and multilevel (hierarchical linear model) analyses were conducted using two units of analysis, the individual student and the class mean. For the analysis of gender differences, multivariate analyses of variance (MANOVA) for repeated measures were performed for the two outcome measures and the classroom environment scales. Overall the different methods of analysis yielded consistent associations between classroom environment and student outcomes. Gender differences were detected in mathematics achievement in favor of boys, but girls generally viewed their classroom environment more favorably than the boys did. (Author)

ED 389 628 SO 023 974

Mehlinger, Howard D.; Patrick, John J.
American Political Behavior. Revised Edition.
PUB DATE- 77
NOTE- 612p.; Published by Ginn and Company, Lexington, MA (out of print). For teacher's guide, see SO 023 975.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; *Civics; Federal Government; Federalism; Local Government; Political Attitudes; Political Influences; *Political Science; Political Socialization; *Politics; Secondary Education; Social Studies; State Government; *United States Government (Course)

This textbook is designed to increase political knowledge and sophistication about the U.S. political system. The volume consisting of five units tries to capture the vitality and drama of politics through the use of cases that describe the political activities of typical citizens and political leaders. Simulations, games, political attitude surveys, and data-processing activities are used to enliven the study effort. Unit 1, "Introduction to the Study of Political Behavior,"

DOCUMENT RESUME

ED 389 649 SO 025 515

Petersburg National Battlefield: A Teacher's Resource Guide. First Edition.
PUB DATE- 93
NOTE- 165p.; Illustrated by Thomas Dixon. The guide was developed through a joint effort with staff from Petersburg National Battlefield and Petersburg Public Schools.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); Cultural Background; *Cultural Education; Elementary Secondary Education; *Heritage Education; Interdisciplinary Approach; Local History; Social Studies; State History; Teaching Guides; *United States History
IDENTIFIERS- *Petersburg National Battlefield VA; Virginia (Petersburg)

This resource guide focuses on teaching about the battle of Petersburg during the Civil War. The curriculum supplement has 46 activities, divided into elementary (grades 4-5), intermediate (grades 6-8), and secondary (grades 9-12). Activities can be adapted within various grade levels. The levels contain background information, pre-visit activities, field trip activities, and post-visit activities. Special sections focus on a tour guide for those teachers wishing to conduct a self-guided tour, key vocabulary terms of the various activities, and a bibliography that lists Civil War books by reading level. (EH)

ED 389 650 SO 025 516

Romanowski, Michael H.
Fleeing from Democratic Ideals: The Content of U.S. History Textbooks.
PUB DATE- Mar 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches/Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Higher Education; Media Research; *Textbook Bias; *Textbook Content; Textbook Evaluation; Textbook Research; Textbooks; *United States History

This paper examines how the discourse of textbooks leaves various impressions upon students regarding our democratic ideals of justice and equality. A qualitative content analysis of five widely sold secondary U.S. history textbooks was conducted. The content areas analyzed were the Japanese American internment during World War II and related issues dealing with the treatment of minorities. The paper argues that schools must develop critically thinking, socially conscientious students willing and capable of extending democratic ideals of equality and social justice to the economic, political, and social arenas. The study concludes that most secondary U.S. history textbooks not only fail to develop but also hinder the development of critical citizenship by presenting a mystified representation of American history and providing inadequate educational tools for the classroom. Developing strategies to encourage critical reflection by students must be the goal of schools. Contains 16 references. (EH)

ED 389 670 SP 036 236

Brunelle, Val; Young, Barbara
Modeling Collaboration in Curriculum Integration: Retired Teachers' Tea.
PUB DATE- 8 Aug 95
NOTE- 18p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Williamsburg, VA, August 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Learning; Elementary Secondary Education; Higher Education; Integrated Activities; *Interviews; Learning Activities; *Oral History; Preservice Teacher Education; *Teacher Educators; *Teachers; Undergraduate Study
IDENTIFIERS- Preservice Teachers; *Retired Persons

This paper contains materials and describes a project that allowed teacher educators to model collaborative, integrated curriculum for preservice teachers by holding a retired teachers' tea. The preservice teachers were from a secondary English methods course and an elementary Social Studies methods class. While honoring retired teachers, preservice teachers would interview the guests and seek first-hand knowledge of these teachers' contributions to education through data gathered during the interviews. As a result, the language arts and social studies methods classes were united in creating oral history. Examples of related materials to assist in organizing the activity are attached, including invitation form letter, forms for students, interview checklists, thank-you form letter, guidelines for oral history interviewing, interview guide, and oral history data sheet. (Contains 34 references.) (JB)

ED 389 671 SP 036 272

Gagliardi, Raul, Ed.
Teacher Training and Multiculturalism: National Studies. Studies in Comparative Education.
PUB DATE- 95
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Bilingual Education; *Comparative Education; Cultural Differences; *Curriculum Development; *Developing Nations; Elementary Secondary Education; Foreign Countries; Higher Education; *Multicultural Education; *Teacher Education; *Teacher Education Programs; Teaching Models
IDENTIFIERS- Bolivia; Czech Republic; Jordan; Lebanon; Mauritius; Poland; Senegal; Tunisia

This book presents outcomes of UNESCO (United Nations Educational, Scientific, and Cultural Organization) studies on teacher training in eight countries (Bolivia, the Czech Republic, Jordan, Lebanon, Mauritius, Poland, Senegal, and Tunisia) representing different levels of development and different regions of the world but who are facing a common challenge to educate for cultural diversity. The publication consists of 11 chapters: (1) "An Integrated Model For Teacher Training in a Multicultural Context" (R. Gagliardi); (2)

ED 389 689 SP 036 333

Training of Trainers in Science, Technology and Mathematics Education: Regional Workshop Report (Kaduna, Nigeria, May 30-June 11, 1993). Improving the Quality of Basic Education in Science, Technology and Mathematics.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 89p.; For related reports on Quality in Basic Education, see SP 036 329-334. The workshop was hosted by the Nigerian National Commission for Colleges of Education.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Curriculum Development; Developing Nations; Educational Improvement; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *Mathematics Teachers; *Preservice Teacher Education; *Science Teachers; *Teacher Educator Education; Teacher Evaluation; Teacher Recruitment; Workshops
IDENTIFIERS- Africa; *Interactive Teaching; Malawi; Nigeria; Zanzibar

This publication reports on an African regional workshop in Nigeria on training science, technology, and mathematics teachers (STME). The workshop focused specifically on trends in recruitment and evaluation of academic and professional STME teaching staff in colleges of education and on initial training and inservice training for STME teaching staff in colleges of education. After a background summary and introduction to the workshop, the report includes outlines of texts of nine papers: (1) "Trainers of Trainers in STM: Framework for Discussion" (S. T. Bajah); (2) "Training Needs for STM Tutors" (Bryan Wilson); (3) "Do We Practice What We Preach? or Should We Change Our Practice or Our Sermon?" (Mike Savage); (4) "Interactive Teaching in Primary Science" (R. A. Hodzi); (5) "Science and Technology Education and Society: Bridging the Gap" (J. A. Anamuah-Mensah); (6) "Video and Teacher Education: Primary School Science Video Teacher Education in Malawi" (Harold F. Gonthi); (7) "Participating in Science Education Research" (Gilbert O. M. Onwu); (8) "Science Camps for Children: A Model for Curriculum Renewal and Change" (Shaaban S. Mohammed); and (9) "Project 2000 : Declaration." Appendices include a workshop program, the chairman's opening address, a goodwill message, a list of participants, and workshop evaluation results. (Some papers contain references.) (ND)

ED 389 690 SP 036 334

Initial Teacher Training: South Asian Approaches. Quality in Basic Education: Professional Development of Teachers. Papers Prepared for a South Asian Colloquium on Teacher Training in Bangladesh, India, Pakistan, and Sri Lanka (Colombo, Sri Lanka, April 1992).
PUB DATE- 93
NOTE- 99p.; For related reports on Quality in Basic Education, see SP 036 329-333.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Educational Change; Educational Finance; *Educational Innovation; Educational Quality;

education; Prague; the Czech anthem; health; life in the city; writer Karel Polacek; work; business; traveler and collector Vojtech Naprstek; history; holidays; and humor. (MSE)

ED 389 221 FL 023 431

Thong, Iv
Language and Institutional Capacity Building in Cambodia: A Case Study of the Faculty of Business in Phnom Penh.
PUB DATE- 12 Apr 95
NOTE- 12p.; Paper presented at an International Conference on Language in Development: The Stakeholders' Perspectives (2nd, Denpasar, Bali, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Case Studies; Change Strategies; *Curriculum Design; Curriculum Development; Developing Nations; Educational Change; Educational Policy; English; Foreign Countries; French; Higher Education; *Language Role; Program Descriptions; Second Language Instruction; *Second Languages; Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- *Cambodia

The recent restructuring of the curriculum of the Faculty of Business of the Ministry of Education, Youth, and Sports in Phnom Penh (Cambodia) is described and offered as a model of the kind of reorganization occurring within Cambodia's higher education system. The history of language policy in the higher education system is chronicled briefly, identifying three phases: strong influence of Vietnamese language and curriculum (1980s); resurgence of former French influence (early 1990s); and expanding influence of English (1993-present). The rationale for and structure of the new four-year curriculum at the Faculty of Business, which includes general and business English throughout, are then detailed. The roles of Georgetown University (District of Columbia) in faculty development and of the University of San Francisco (California) in establishing a business law school are noted. The further development of a community-oriented small business training program in cooperation with Georgetown University, and the design of the program, are also described. It is noted that the Faculty of Business is the first academic institution in Cambodia to adopt the Anglo-Saxon curriculum model and English as the primary language taught. Need for further technical assistance in this area is highlighted. (MSE)

ED 389 222 FL 023 442

Falsetti, Julie
What the Heck is a MOO? And What's the Story with All Those Cows?
PUB DATE- 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Computer Software; English (Second Language); *Games; Humor; *Information Transfer; Internet; *Interpersonal Communication; Second Language

Characteristics; Masters Degrees; National Surveys; Professional Education; Scholarships; State Aid; Student Characteristics; *Student Costs; Student Financial Aid; *Student Loan Programs; Tuition; Work Study Programs
IDENTIFIERS- *National Postsecondary Student Aid Study

This study uses data from the 1992-93 National Postsecondary Student Aid Study to describe the financing of graduate and first-professional education. It begins with an essay on student borrowing that briefly profiles graduate and first-professional students and then examines the role of borrowing in financing graduate and first-professional education. The essay concludes that there are notable differences among degree programs and attendance patterns in the proportion of students who borrow and in the average amounts borrowed which reflect the length of programs, tuition and fees, and the varying amounts of grants and other aid received. Master's degree students were the least dependent on loans: about 10 percent of these borrowed in 1992-93. Forty percent of doctoral students had borrowed for an average cumulative debt of $19,300. First professional students, who pay the highest tuition, on average, and who are primarily full time, full year (77 percent), were the most dependent on loans. Of these 65 percent had borrowed an average of $38,900 by the time they graduated. The compendium of tables that follows the essay provides detailed data on student characteristics, types of financial aid awarded, sources of aid, and financing through family support and work. Each section of the compendium is prefaced by highlights summarizing the major findings related to the section's topic. Appendixes contain a glossary and technical notes and methodology information. (JB)

ED 389 242 HE 028 760

Saunders, Bob
The Effects of Employment Legislation on Collective Bargaining. Mendip Papers MP-038.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collective Bargaining; Employment; Foreign Countries; Higher Education; *Labor Legislation; Labor Relations; Political Influences; Political Issues; Political Power; Unions
IDENTIFIERS- *United Kingdom

Employment legislation in the United Kingdom from before 1970 to the 1990s has changed and with it collective bargaining in higher education. Industrial relations before 1970 were treated as a voluntary activity virtually unregulated by law. Then the Remuneration of Teachers Act 1965 set up the Burnham Committees, which until 1987 were the forum for salary negotiations and associated matters. In the 1960s and 1970s the normal pattern of collective bargaining was that unions made demands and management resisted, trying to minimize the concession they needed to make. The Donovan Commission and the resulting Donovan Report (1968) led to a great deal of legislation between 1970 and 1978 aimed at encouraging better regulated collective bargaining at workplace level. Legislation from 1979 onwards was aimed at regulating the power of the trade unions and bringing about a shift in the balance of power between unions and employers. As a consequence employers are now likelier to take a tough line in their handling of disputes attitudes in an evaluation study; a repeated measures design was used, examining seven stages of concern to measure any changes across the semester. The study focused on assessing: (1) the effect of Internet instruction on students' attitudes toward Internet integration before, during and after instruction, and (2) the relationships of gender and computer knowledge on students' attitudes toward Internet integration before, during and after instruction. Results from the internal stages--awareness, informational, personal and management--yielded mixed results, with a general trend towards mitigation of initial concerns regarding the integration of this new innovation. All of the external concerns--consequence, collaboration and refocusing--increased as computer experience increased. Females were found to have higher mid concerns for external collaboration and refocusing. (AEF)

ED 389 262 IR 017 464

Nelson, Mike; Pan, Alex
Integrating the Concept Attainment Teaching Model and Videodisk Images.
PUB DATE- Oct 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Computer Assisted Instruction; Concept Formation; Elementary Education; *Elementary School Teachers; Holistic Approach; *Integrated Activities; Methods Courses; Models; Science Instruction; Teaching Methods; Thinking Skills; *Videodisks
IDENTIFIERS- *Concept Attainment Strategy; HyperCard; *Preservice Teachers

An instructional program was constructed that explored the responses and perceptions of preservice elementary school teachers while finding and using characteristics to construct categories or concepts. The program integrated ideas about teaching thinking skills using computers. HyperCard and videodisk images were used to develop a program so that students could organize and explore concepts based on the concept attainment model, which helps students learn to determine the characteristics of a category. Of 52 preservice elementary teachers viewing the pilot program during a science teaching methods course, 36 students indicated a preference for using a partistic strategy of alternating examples and nonexamples, and 16 preferred a holistic approach in which a set of examples preceded nonexamples. When 26 preservice elementary teachers participated in a second study that compared the construction of categories from line drawings and from the videodisk pictures, it was found that use of line drawings influenced the type of information they recorded. The preservice teachers thought that concept attainment was appropriate for the elementary school curriculum. Further studies will investigate the factors that affect elementary students' responses to a concept attainment task. (Contains 3 figures, 6 tables, and 10 references.) (SLD)

ED 389 263 IR 017 465

Appelman, Robert L.; And Others
Increasing the Efficacy of Informal Video through Rapid

South Korean schools. The questionnaire, mailed to 300 urban and rural elementary, middle, and high schools (response rate: 61 percent) consisted of: (1) demographic data on respondents; (2) computer-using teachers' experiences with computers; (3) availability of hardware and software in schools; (4) school policy on computer education; (5) students' access to computers; (6) factors hindering computer use in schools and factors solving the hindrance problem; (7) evaluation of the results of computer education in schools; and (8) teachers' attitudes toward computers. Overall, South Korean schools have a relatively high level of technology due to the strong governmental support. Computer-using teachers' attitudes tended to be positive and the results of computer education were generally effective. A number of problems were also revealed in the survey that need to be examined further in order to provide insights into problems that occur in computer education and governmental policies. Through thoughtful policy-making and planning, along with the provision of sufficient resources, schools and teachers can expect positive outcomes of computer use in both instruction and administration. (AEF)

ED 389 282 IR 017 493

Elkjaer, Bente
Learning As the New Form of Labor.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Attitudes; Computer Literacy; *Design Requirements; *Educational Theories; *Employees; Foreign Countries; Inservice Education; *Learning Processes; Staff Development; Work Attitudes
IDENTIFIERS- Dewey (John)

Increased attention in organizational theory on how to improve the design of a learning organization has indicated a need for the development of a theory on how employees learn in, and in relation to, organizations. This paper focuses on the part of the learning process that deals with how learners understand the object at hand, in this case, learning how to use a computer at work. An empirical research project is presented, which evaluates learners' perceptions of outcome from participation in in-service training. Two different employee perceptions are revealed: (1) the computer as a concrete, practical tool which employees must learn to use, and (2) the computer as a tool of information and communication. These different perceptions of computers are related to employees' positions in the organizational division of labor. Based on an instrumental understanding of tools, the two perceptions may be interpreted in terms of the continuity between action and cognition. The general educational theories of John Dewey are also discussed in order to provide a platform for considering the computer as an information tool. (Contains 29 references.) (AEF)

ED 389 283 IR 017 494

Ehman, Lee H.
A Case Study of Channel One in the Instruction and Curriculum of a Middle School.

information from the previous year found that technology of all types is more widely available in library media centers and library media staff participation in standards-based education continues to increase at modest rates; the practice of having classes of students visit library media centers on a fixed schedule appears to be falling sharply. (AEF)

ED 389 302 IR 055 685

Library Resources for the Blind and Physically Handicapped: A Directory with FY 1994 Statistics on Readership, Circulation, Budget, Staff, and Collections.
PUB DATE- 95
NOTE- 128p.; For 1993 statistics, see ED 375 857.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Assistive Devices (for Disabled); Audiotape Recordings; *Blindness; Braille; *Library Collections; Library Networks; *Library Services; Library Statistics; *National Programs; Physical Disabilities; *Resource Centers
IDENTIFIERS- *National Library Services for the Blind

The first part of this directory of National Library Service (NLS) resources for the blind and physically handicapped lists NLS network libraries and machine-lending agencies, arranged alphabetically by state. The information for each library includes its address, telephone and fax numbers, librarian, hours of operation, book and special collections, assistive devices, special services, and publications; Internet addresses are also included for some of the libraries. Other library resources at the national level are listed in the second part of the directory, arranged alphabetically by the name of the organization. Each entry indicates address, telephone and numbers, contact person, hours of operation, eligibility requirements, book collection, subject coverage, reading levels, distribution policy, and catalog availability. Two appendices give NLS network library statistics for FY 1994 on readership and circulation according to medium (recorded disc, braille, and recorded cassette) and on budget, staff, and collections. (AEF)

ED 389 303 IR 055 686

Luther, Vicki; Wall, Milan
Continuous Library Improvement Program: A Planning Process for Nebraska Libraries.
PUB DATE- 2 May 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agenda Setting; Evaluation Methods; *Library Planning; Library Services; Mission Statements; *Needs Assessment; Objectives; *Program Improvement; *Public Libraries
IDENTIFIERS- *Nebraska

This guidebook has been developed to provide Nebraska communities with a practical process to reach a shared vision of library and information service and to put that vision into action in practical steps. The manual is part of the state's Continuous Library Improvement Program (CLIP), a planning process that sources of additional information are included at the end of the chapters. Chapter 1 discusses news releases, photo releases, and public service announcements. Chapter 2 covers how to create an exhibits program, which includes designating authority, developing a policy, identifying space, equipment and budgetary needs, preparing a schedule and publicity, and evaluating the program. Chapter 3 explains the creation of a library publication; the purpose, editorial policy, budget, distribution mechanisms, general layout, and evaluation are covered. Chapter 4 describes how to create a special event and includes developing strategies and a checklist, creating the budget, considering logistics, planning the publicity, and evaluating the event. Chapter 5 discusses desktop publishing and the importance of diversity and image and chapter 6 provides an annotated bibliography of significant resources for librarians to use when planning a public relations campaign. (Contains 15 figures.) (AEF)

ED 389 323 IR 055 711

Commission on Preservation and Access Newsletter, 1995.
PUB DATE- Dec 95
NOTE- 64p.; For the 1994 newsletter (issues 63-73), see ED 377 833. Issue 78 appears to have been skipped in the numbering.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Access to Information; Archives; Databases; Digital Computers; Electronic Text; Information Sources; *International Programs; Library Services; Library Technical Processes; Microforms; Newsletters; *Preservation; Shared Resources and Services
IDENTIFIERS- *Commission on Preservation and Access; *Digital Technology

The Commission on Preservation and Access was established to foster and support collaboration among libraries and allied organizations in order to ensure the preservation of the published and documentary records in all formats and to provide enhanced access to scholarly information. The Commission's newsletter keeps preservation and access personnel updated on current developments, issues, and technologies in the field. This document consists of 10 issues of the newsletter published in 1995 (July-August and November-December were combined issues). Highlights include a study on archiving digital information (January); a project for digitally encoding finding aids and an introduction to a new report series on international preservation (February); the affiliation of the Commission on Preservation and Access with the Council on Library Resources and the second issue of the international preservation report series (March); the creation of the European Register of Microform Masters as a central database for microfilm materials sharing (April); a definition of preservation and a statement on fiscal year 1996 appropriations for the National Endowment for the Humanities (May); the establishment of a National Digital Library Federation (June); a report on magnetic media (July-August); an international program series report on preservation and access activities in Latin America (September); a report proposing options for scholarly involvement in preservation (October); and the establishment of principles for the National Digital Library Foundation (November-December). (AEF)

ED 389 324 IR 055 712

and (3) "What types of publications do authors make the most mistakes in citing?" It was found that, on average, 30 percent of citations in the journals contained one or more errors. Most of the errors appeared in journal article titles, with article author names and pagination errors being the second and third most frequent. Some types of errors occurred very infrequently; these included: journal title, volume, page and year omissions, and book publication year omissions. Out of the 49 articles in the 5 journal issues examined, only 3 articles had completely error-free reference lists. (Contains 24 references.) (AEF)

ED 389 342 IR 055 740

Kennedy, Josephine Anna
Toddler Time: A Survey of Programs in Ohio's Public Libraries.
PUB DATE- Dec 94
NOTE- 30p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Childrens Libraries; *Infants; Library Funding; Library Personnel; Library Planning; *Library Services; *Library Surveys; Public Libraries; Questionnaires; *Toddlers; User Needs (Information)
IDENTIFIERS- Ohio

This study focuses on library programs and services geared towards infants and toddlers, ages birth to three years old. The population chosen for this descriptive survey was Ohio's public libraries. Sampling from among the institutions was accomplished using a stratified disproportionate technique, with the libraries grouped into strata by size: small, medium and large. The data collection instrument was a questionnaire mailed to the libraries' directors or children's librarians. The resulting data was then examined to determine the number of libraries providing programs or services and the level and sources of funding for these programs and/or services. These categories of data were also compared between the different sized libraries to determine if a potential relationship exists between the size of the institution and its extent and types of programs and services being provided to its infant and toddler patrons and their parents. The majority of Ohio's libraries were found to have some kind of programming for infants and toddlers. The toddler group dominates in the area of programming, as do the larger main libraries. In the area of staffing, the larger libraries tend to provide more children's librarians than their smaller counterparts. Staff hours spent on planning for programming for infants and toddler varied greatly; the small and medium-sized libraries appeared to have the largest ranges in hours spent per year in planning. In terms of funding, the majority of Ohio's public libraries rely mainly on state provisions. The questionnaire is included at the end of the document. (Contains 23 references.) (Author/AEF)

ED 389 343 IR 055 741

Darrow, Shelia Lorraine
Women's Studies and Library of Congress Subject Headings: An Examination of Library of Congress's Responsiveness to New, Emerging Fields of Research.
PUB DATE- Nov 94
NOTE- 44p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

personnel, educational finances, and governance for 1994-95. The report opens with a brief historical overview of the state system from its beginnings in 1933 to the present, including a list of the 28 colleges and their years of establishment. Next, the report presents statistical tables on the state's community college students, including: (1) fall 1994 headcount enrollment by ethnicity and gender; (2) annual headcount enrollment by vocational program; (3) annual full-time equivalent (FTE) enrollment by college and discipline; and (4) degrees and other formal awards by college, ethnicity, and gender for 1993-94 and 1994-95. The next series of tables provide information on gender and ethnic breakdowns of full- and part-time employees and data on salaries of full-time faculty and full-time instructional personnel. Finally, financial information is presented on the system's revenues, expenditures, fees per college, operating budgets, and costs of instruction and support programs. A glossary of terms and a list of members of the state Division of Community Colleges are included. (KP)

ED 389 360 JC 960 005

Tysick, Kim C.
A Study of At Risk and Undecided Students and Strategies for Success at Heritage College. Session D'Accueil Report, 1994.
PUB DATE- Jun 94
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; *College Preparation; Community Colleges; Course Selection (Students); Educationally Disadvantaged; Foreign Countries; *High Risk Students; Nonmajors; Remedial Instruction; *Remedial Programs; School Orientation; School Readiness; *Student Adjustment; Student Placement; *Transitional Programs; Two Year Colleges
IDENTIFIERS- *Heritage College PQ

In the fall of 1993, Quebec's Heritage College implemented a reception and integration (i.e., "d'accueil") session to help first term incoming students identified as "at-risk" and "undecided" succeed in their collegiate studies. This report describes the development and implementation of the project, focusing on program courses, guidance- and orientation-related activities, and make-up courses designed to better prepare at-risk students to enter regular programs upon completion of the integration program. The first section describes eight objectives and resulting actions for the reception and integration session. The second section reviews the project methodology, while the third provides definitions of important terms. The fourth section provides the profile of at-risk and undecided students developed for the project, while the fifth section profiles program components designed to address the needs of at-risk students, highlighting program objectives, recommendations, an introductory course on the principles and techniques of learning, and time and career plan management. This section also profiles components designed for undecided students and those lacking prerequisites, describing objectives, recommendations, and time and career plan management. The final section lists recommendations from the project for the college as a whole, as well as for student services, academic services and faculty, and community-related issues. Appendixes include the questionnaire developed to identify at-risk students, preliminary student survey results, fall 1993 session data, and motions adopted at the academic methodology, statistics, and computer applications for beginning students was implemented at Ursinus College, in Pennsylvania. The course meets 3 hours a week for lecture and 1 hour for the laboratory, and students are primarily freshmen and sophomore psychology majors. The course, and specifically the laboratory experiences, place an emphasis on the principle of "shaping," as students progress in discrete and detailed modules from very elemental instruction in and practice with basic computer commands to analyses of their own psychometric scales using correlation and regression routines. The course also emphasizes the principles of "fading" and "concept formation" in that exact commands for accessing data are provided in lab instructions early in the term, with students merely typing in what they are given, but are gradually eliminated from instructions so that students must use acquired concepts. Lab sessions also offer students an opportunity for collaborative learning, as they cooperate and share insights to help each other. Sample student instructions from laboratory sessions related to frequency and correlation exercises are appended. (BCY)

ED 389 378　　　　JC 960 023

Zaremba, Stacey Beth; Fluck, Sandra Elaine
Gender and Patterns of Communication.
PUB DATE- Mar 95
NOTE- 11p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Communication (Thought Transfer); Communication Research; Course Objectives; Females; *Group Activities; Higher Education; *Interaction Process Analysis; Interdisciplinary Approach; Males; *Sex Differences; Teaching Methods; Videotape Recordings

In fall 1994, students in an interdisciplinary Gender Issues course undertook a project to examine gender and communication patterns through analyses of their own videotaped conversations and to relate their conclusions to findings in the literature. Students read two articles on the distribution of home responsibilities between professionally employed men and women and a comparison of the privileges of being white and of being male. Gender-balanced groups of four to six students were then videotaped while they discussed the articles. Students then read materials on gender differences in verbal and nonverbal communication patterns and analyzed the videotapes of their discussions to assess whether the communication patterns described in the literature applied to the groups. The groups then prepared a 2-5 minute version of their tape, an oral presentation of their findings, and a 1-page written summary. Overall, the communication patterns displayed by students closely matched those of the gender-typical patterns described in the literature, with male students tending to take control of conversations by initiating discussions, talking for longer periods, and using more verbal pauses and hand motions. While students were generally not happy with what they saw on the videotapes, they enjoyed the project and the opportunity to analyze their own and others' communication patterns. (BCY) perceptions of their parents verbal interactions with them. Noting that the relationship between adolescents' perceptions and their parents' perceptions of verbal interactions remains unavailable in the VIQ, the VIQ was modified to assess more thoroughly the familial dynamics of the verbal interaction process. Directions and items on the VIQ were reworded to assess parents' perceptions of their verbal interactions with their adolescent children and to assess parents' perceptions of how they believed their adolescent children perceived their interactions with them. Questions dealing with conflict, anger, depression, and parenting style were added. The modifications of the VIQ should provide counselors with a tool to assist them in better dealing with adolescents experiencing family conflicts. Six references and the questionnaires are included. (AP)

ED 389 396 PS 023 641

Lewis, Angela G.
Decreasing Aggressive Behavior and Increasing Alertness in Preschoolers through a Family Education Program and Video Lending Library.
PUB DATE- 95
NOTE- 90p.; Master's Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aggression; Child Behavior; *Family School Relationship; Film Libraries; *Mass Media Role; *Parent Education; Parent Workshops; Preschool Children; Preschool Education; Program Descriptions; Television; *Television Viewing; Violence
IDENTIFIERS- Alertness; *Media Literacy

This paper reports on an educational program designed to teach parents about the role of television in their children's lives and to increase use of a family video lending library intended to enhance alertness in students, decrease aggressive behavior, and educate parents. Interviews with professionals and a parent survey indicated that there was a need for parent education about television viewing that might cause aggression and inattention problems in children. The results of the program show that parents increased their knowledge about appropriate television viewing for preschoolers. Behavioral records indicated that aggressive behavior among the children decreased while alertness increased. The lending library was continued through the end of the school year and was accessed by all participating families. In addition, the parent education program is scheduled to become part of the preschool programming for the next school year. Contains 31 references and a bibliography of 21 items. Twelve appendices contain survey forms, parent handouts, and other materials used in the program. (AP)

ED 389 397 PS 023 642

Kaufman, Taube S.
The Combined Family: A Guide to Creating Successful Step-Relationships.
PUB DATE- 93
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Relationship; *Mixed Age Grouping; *Moral Development; Perspective Taking; Piagetian Theory; Play; *Preschool Children; Preschool Education; Sibling Relationship; Social Development

Prior research concerning young children's moral development has been conducted primarily in same-age environments. This study investigated whether preschool children's moral (helping) behaviors are related to younger peer-directed internal state language (talking about younger peer's feelings, wants, and abilities), perspective-taking skills, and attendance at a child development-oriented, mixed-age child care center. Twenty-one pairs of children (older peer: 4-6 years old; younger peer: 2-3 years old) were videotaped while playing with a toy and then with a puzzle. Results indicated that moral behaviors were positively and significantly related to frequency of vocal turns to younger peer, to perspective-taking ability, and to length of attendance at a mixed-age center. Also, data supported the developmental notion that perspective-taking ability is related to age. Results indicated that mixed-age group care settings may facilitate young children's demonstration and understanding of some aspects of moral development, helping behaviors and perspective-taking ability. Contains 12 references. (Author/BGC)

ED 389 415 PS 023 729

Patrick, Helen; Townsend, Michael A. R.
The Influence of Perceived Social Competence on School Beginners' Emergent Academic Intrinsic Motivation.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Foreign Countries; *Interpersonal Competence; Performance; *Preschool Children; Preschool Education; *Self Motivation; Social Development; Success
IDENTIFIERS- *New Zealand (Auckland)

Children's intrinsic motivation for school work has been recognized as an important contributor and predictor of school achievement. It is characterized by enjoyment and valuing of learning for the inherent pleasure its accomplishment brings. Important features include curiosity, persistence, autonomy, a mastery orientation, and a preference for challenging tasks. Most intrinsic motivation research has focused on college students, adolescents, and children in middle childhood. This study targeted school beginners. Young children vary in the extent to which they are intrinsically motivated toward academic work, but the development of this motivation is not fully understood. The study's participants were 48 boys and 35 girls from 8 first-year classes in 5 Auckland (New Zealand) elementary schools. Measures included: (1) academic competence; (2) social competence; (3) perceived social competence; (4) perceived academic competence; (5) academic intrinsic motivation; and (6) teacher questionnaire. The study showed children's perceptions of their social competence as the largest contributor to their intrinsic motivation for school work. Children's social behavior, as perceived by their teachers, was also strongly related to academic performance. Contains 31 references. (BGC)

DESCRIPTORS- Child Development; Cognitive Development; *Disadvantaged Youth; Early Childhood Education; Lower Class Students; *Parent Participation; Program Effectiveness; *Transitional Programs; Young Children
IDENTIFIERS- *Project Follow Through; Project Head Start

This paper discusses the impact of Follow Through, a comprehensive program for low-income children in grades 1-3 and their parents previously enrolled in Head Start programs. The program was designed to help families make the transition from preschool to early elementary school. The paper notes that the longevity of Follow Through (over 25 years) is a unique aspect of the program and that working with Head Start children and parents provides a continuity and firm base which facilitates Follow Through's success. The paper also highlights some of the evaluative comments on projects representing varying Follow Through models. Parents in the Cognitive Enrichment Program (COGNET) reported that the program helped them better understand their children. Evaluation also showed that there were differences between parents involved in COGNET and those not involved. Differences were noted in how parents helped children with problems and what kinds of learning situations children experienced. The Cultural Linguistic Approach published a handbook on parent involvement. Evaluation of the Direct Instruction Model showed that parents felt that their children were receiving better academic instruction than students in any other approach. Contains 10 references. (JW)

ED 389 435 PS 023 781

Wynn, Joan R.; And Others
Children, Families, and Communities: Early Lessons from a New Approach to Social Services.
PUB DATE- Sep 95
NOTE- 47p.; For the 1994 version, see ED 386 277.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; Community Action; Community Centers; Community Development; Community Involvement; Community Organizations; *Community Role; *Community Services; Community Support; *Family Programs; Local Issues; Program Descriptions; Social Problems; *Social Services
IDENTIFIERS- Family Resource and Support Programs; Family Support; *Illinois (Chicago)

This paper reports on the progress of eight Chicago-based community initiatives designed to redefine social services and broaden social responsibility for the development of children and families. The paper has three sections describing: (1) general background on the children, youth, and families initiative; (2) early lessons from an initiative in progress; and (3) across communities: the roles of the sponsor, the evaluator, and learning. Specific topics covered in these sections include: (1) the purposes and possibilities of an infrastructure and creating a governance entity and process; (2) specific aspects of governance, developing and linking services, and access to services; and (3) the relationships and roles of sponsors within foundations, defining outcomes, balancing objectivity and engagement, process versus outcome evaluation, and the value of the learning process. The paper also includes information on related research from the University of Chicago's Chapin Hall Center for Children and on Chapin Hall's Comprehensive Strategies Forum on Handsnet. (JW) this study examined children's inner lives. Subjects were a stratified (by gender and by ethnicity at each school) random sample from eight elementary schools in a large urban Midwestern school district. The autobiographical sample analyzed consisted of information from 144 African American students (86 female and 58 male), 46 Caucasian students (32 female and 14 male), and 11 Hispanic students (7 female and 4 male). Findings include the following: (1) children want to do well in school--girls especially associate a sense of accomplishment with academics; (2) Hispanic and Caucasian students associated more negative thoughts with school more so than did African American students; (3) self-esteem seemed not to be an issue since most students would not change themselves or their family and self-esteem is tied to academic, physical, and social competence; (4) when asked about how they might change the world, regardless of race, students hoped to decrease violence; (5) students expressed a need for their own personal space at home; (6) family concerns were greatest among Hispanic students; (7) students were most afraid of death; and (8) students regarded math and language arts as being most important to their future; and finally, (9) students' goals were fairly well-defined with sports being in the future for all except the girls who envisioned themselves in the arts. Contains 17 references. (JW)

ED 389 456   PS 023 833

Makin, Laurie
Quality Talk in Early Childhood Education: Mapping Teacher Style.
PUB DATE- 20 Oct 95
NOTE- 11p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Classroom Techniques; Discipline; Foreign Countries; *Instructional Leadership; Teacher Expectations of Students; *Teacher Influence; Teacher Response; *Teacher Student Relationship; *Teaching Styles; Verbal Communication
IDENTIFIERS- Australia

Australia's process for quality child care improvement has 20 core principles, 4 of which relate to interactions between children and staff: (1) staff interactions with children should be warm and friendly; (2) all children should be treated equally, and their individual needs and backgrounds should be respected; (3) both sexes should be treated equally; and (4) staff should use a positive approach in guidance and discipline. With regard to this last principle, teacher style is a key determinant of quality interactions. Teacher style can be mapped out using leadership style characteristics developed by Lewin, Lippit, and White. Semantic features differentiating teacher styles include: (1) type of questions asked; (2) timing and manner of evaluation; (3) type of commands issued; and (4) the offering of global or local information. Teacher praise might be of the student's product, of the student, or of either, combined with supporting information. Democratic and predominant leadership, which provides support and structure, engages children in activities which orient them to specific goals, shows the students how an activity's steps reflect those goals, and assists the students in learning and practicing their own role in the activity. Understanding the role of

Products (071)
DESCRIPTORS- Attention; *Child Development; Child Health; Family Characteristics; High Risk Students; *Numeracy; Physical Activities; *Preschool Children; Preschool Education; *Psychomotor Skills; Racial Differences; *School Readiness; Sex Differences; Speech Skills
IDENTIFIERS- *Emergent Literacy; ERIC Digests

In order to provide data to help schools respond to the diversity in the backgrounds and educational needs of children entering school, a U.S. Department of Education study asked parents of 3- to 5-year-old children who had not yet started kindergarten about their children's accomplishments that indicated emerging literacy and numeracy skills and their children's difficulties in physical activity or attention. Results indicated that the percentage of children displaying signs of emerging literacy and small-motor skills increased with age. Developmental difficulties showed small changes across ages. More girls than boys demonstrated literacy and small-motor skills. This gender difference was small, however. Hispanic preschoolers showed fewer signs of emerging literacy, exhibited more difficulties with physical activity or attention, and were in less good general health than white or black children. The study identified five family risk factors: (1) mother has less than a high school education; (2) family is below the poverty line; (3) mother speaks a language other than English as her primary language; (4) mother was unmarried at the time of the child's birth; and (5) only one parent is present in the home. These risk factors, especially low maternal education and minority language status, were found to be associated with fewer accomplishments and more difficulties in children. Attending Head Start, prekindergarten, or other center-based preschool programs have beneficial effects on emerging literacy and numeracy in four-year-olds from both high- and low-risk family backgrounds. However, preschool attendance does not appear to ameliorate behavioral, speech, or health difficulties of preschoolers. (BC)

ED 389 476 RC 020 207

National Summary of Aquatic Education Materials Developed by, or Adapted for Use with, State and Territorial Programs.
PUB DATE- 92
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Aquatic Sports; Conservation Education; Ecology; *Environmental Education; Habitats; *Ichthyology; *Learning Activities; *Water Resources; *Wetlands; Wildlife
IDENTIFIERS- *Aquatic Life; *Fishing

This document summarizes materials on aquatic education used by state programs. Emphasis is on materials developed by, or adapted for use with, programs in various states and territories. The 234 entries are categorized as activity books, brochures, newsletters, posters, videos, and other materials. Major subjects include fishing, boating and other water sports, various freshwater and oceanic ecosystems, specific aquatic animal and plant species, water use and conservation, and reclamation of polluted areas. Some publications present career opportunities in the natural resources field. Each entry includes availability information; dimensions, color, format, or length; target audience; topics; and a brief description. (JAT)

*Reminiscence

Bilingual (English and Spanish) text and illustrations describe the author-artist's experiences growing up in a traditional Hispanic community in south Texas, near the border with Mexico. The brightly colored paintings of her family and community show, in great detail, the everyday activities that remain vivid in her memory: picking oranges for her grandmother, making tamales with the entire family, swimming in the gulf of Mexico, attending a cakewalk to raise money to send a Mexican American to the university. These glimpses into Lomas Garza's childhood show the vitality of her loving extended family and conclude with a tribute to her mother, who encouraged her to become an artist by "laying out the bed for our dreams of the future." The paper cut-out (papel picado) images on the text pages were cut from black paper with exacto knives. Papel picado is a traditional Mexican folk-art technique which Lomas Garza often uses to portray intricate images. (TD)

ED 389 493 RC 020 347

Voices of Rural Educators and the Rural Community on Integrating Education, Health, and Social Services. Delaware RAC Report #1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Community Involvement; *Cooperative Planning; Delivery Systems; Educational Change; Elementary Secondary Education; Health Services; *Integrated Services; *Rural Areas; Rural Schools; School Community Programs; School Community Relationship; School Role; *Shared Resources and Services; Social Services
IDENTIFIERS- *Delaware; Networking; *Rural Assistance Councils

This report summarizes efforts of the Rural Assistance Council during the past 3 years to support the process of integrating education, health, and social services in Delaware. The Delaware RAC is a group of concerned educators and representatives of community organizations committed to improving rural schools. The RAC held two forums with 47 representatives from rural schools, communities, and community organizations. The purpose was to explore ways to build consensus and support for quality education and to promote partnerships among families, communities, and schools. The primary concerns of rural communities, as reflected by participants, focused on the broadened roles of schools and their relationship to other social service agencies. The RAC also conducted a seminar on "Designing Rural Schools as Community Learning and Service Centers" for district administrators, teachers, counselors, school board members, and representatives of community health and social service agencies. The RAC conducted a follow-up workshop for 24 people representing 7 school districts and 4 state or community agencies. The workshop resulted in recommendations and guidelines on advocacy; networking; planning comprehensive services; assessing community strengths, resources, and needs; and financing comprehensive service systems. These guidelines represent specific actions necessary to begin the process of integrating services in Delaware. (LP)

ED 389 494 RC 020 352

keeping their students well informed of new discoveries in science, Discover Magazine developed a 13-part video series entitled "Secrets of Science." In each of these videos, new discoveries have been gradually integrated with existing knowledge of a variety of scientific concepts: VIDEO 1: "From the Beginning" (Program 1: "How Life Began" and "The Evolution of Man"; Program 2: "The Origin of Species" and "A Human Being is Born"); VIDEO 2: "Life's Building Blocks" (Program 1: "Blood and Our Bodies" and "DNA and Diversity"; Program 2: "The Complex Cell" and "Understanding Viruses"); VIDEO 3: "Brain Power" (Program 1: "The Sense of Sight" and "The Human Brain"; Program 2: "Civilization's Progress" and "The Written Word"); VIDEO 4: "The Life Around Us": (Program 1: "The Animal Kingdom" and "The World of Insects"; Program 2: "The Busy Bees" and "A Planet of Plants"); VIDEO 5: "Planet Earth, Our Home" (Program 1: "There's No Place Like Home" and "Polluting Our Atmosphere"; Program 2: "Wasting Our Planet" and "When the Ground Quakes"); VIDEO 6: "Earth's Extremes" (Program 1: "When Lava Flows" and "Glaciers: The Cold Facts"; Program 2: "The Antarctic: A Frozen World" and "The Torrid Tropics"); VIDEO 7: "Our Sea and Sky" (Program 1: "An Ocean Overview" and "Life Beneath the Waves"; Program 2: "Creating our Climate" and "Comets: Spectacles in the Sky"); VIDEO 8: "Into Outer Space" (Program 1: "Space Travel" and "Landing on the Moon"; Program 2: "Exploratory Space Probes" and "Star Bright"); VIDEO 9: "Our Sun and Solar System" (Program 1: "The Four Fundamental Forces" and "Our Solar System"; Program 2: "The Sun: Source of Life" and "What is Light?"); VIDEO 10: "The Mysteries of Motion and Power" (Program 1: "Considering Kinematics" and "Newton's Laws"; Program 2: "Electricity: A Current Affair" and "The Physics of Force"); VIDEO 11: "Exploring Energy" (Program 1: "Elementary Energy" and "Nuclear Energy"; Program 2: "The Combustion Engine" and "Power From Petroleum"); VIDEO 12: "Of Wheels and Wings"; (Program 1: "Rolling on Land" and "Sailing on Water"; Program 2: "Flying Through the Air" and "The Magic of Flight"); VIDEO 13: "Through the Looking Glass" (Program 1: "About Telescopes" and "Focus on Photography" and "Looking Into Deep Space"; Program 2: "On Television" and "Surrounded by Satellites"). (ZWH/WTB)

ED 389 510   SE 056 548

Olive, John; Steffe, Leslie P.

Tools for Interactive Mathematical Activity. TIMA: BARS--A Tool Designed To Help Teachers Help Children Construct Their Own Knowledge of Whole Numbers and Fractions. Diskette.

PUB DATE- 94

NOTE- Requires Macintosh System 7.1 or higher, color monitor, 2MB free RAM.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- he Sense of Sight" and "The Hum "Civilization's Progress" and "

DESCRIPTORS- *Arithmetic; Constructivism (Learning); *Courseware; Elementary Education; *Fractions; Junior High Schools; *Learning Activities; Mathematical Concepts; Mathematics Education; *Mathematics Instruction

IDENTIFIERS- *Mathematics Activities

This computer software is a tool designed to help teachers help children in grades 1 through 7 construct their own knowledge of whole numbers and fractions. This software is the first in a series of new, dynamic computer microworlds that allow teachers to interact with students and students to interact with each other as they engage in mathematical activities of reasoning, school or at home. An introduction to parents and teachers includes supplies list, gobble-up germs poster, and food guide pyramid and serving information. The activities are divided into Palatable Patterns, Scrumptious Sets, Geometry Goodies, Mouth-Watering Measurements, Nutritious Number Operations, Flavorful Fractions, and Edible Estimates. Includes certificates for completion of each section. (MKR)

ED 389 532 SE 057 039

Reforming Science, Mathematics, and Technology Education: NSF's State Systemic Initiatives. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Objectives; Elementary Secondary Education; *Mathematics Education; Observation; Professional Development; *Science Education; *State Programs; Teacher Education; *Technology Education
IDENTIFIERS- National Science Foundation; *Reform Efforts; *Statewide Systemic Initiative

Since 1991, the National Science Foundation (NSF) has signed cooperative agreements with 26 states to undertake ambitious and comprehensive initiatives to reform science, mathematics, and technology education. This effort to improve public education is known as the Statewide Systemic Initiatives (SSI). This brief presents some initial observations about the SSIs based on the first two years of a national evaluation study, and discusses some of the issues state and local leaders are facing as they attempt to transform science, mathematics, and technology education. Also discussed are state strategies for implementing ambitious goals, teacher professional development, building capacity to extend and sustain reforms, supporting local initiatives and model sites, state policy alignment, reforming higher education and the preparation of teachers, mobilization of public and professional opinion, issues and challenges facing the SSIs, and the agenda for state policymakers. (MKR)

ED 389 533 SE 057 100

Hoffer, Thomas B.; And Others
Social Background Differences in High School Mathematics and Science Coursetaking and Achievement. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Course Selection (Students); High Schools; High School Students; Longitudinal Studies; *Mathematics Achievement; *Science Curriculum; *Social Influences; Standardized Tests
IDENTIFIERS- *National Education Longitudinal Study 1988; *Science Achievement

Since the publication of "A Nation at Risk," (U.S. National Commission on Excellence in Education, 1983), several state and

ED 389 555 SE 057 198

George, Elizabeth Ann
Procedural and Conceptual Understandings of the Arithmetic Mean: A Comparison of Visual and Numerical Approaches.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; *Cognitive Processes; *Cognitive Style; Grade 7; Junior High Schools; Mathematics Instruction; *Statistics; *Visualization
IDENTIFIERS- *Arithmetic Mean

Although the average, or arithmetic mean, has a rich conceptual meaning, it is often defined simply as the outcome of a procedure. The purpose of this study was to compare the nature and extent of the procedural and conceptual understandings developed by two groups of students who received different forms of instruction, one based on the traditional numerical algorithm, the other on a visual algorithm. When confronted with tasks varying along several dimensions, students adjusted or extended their basic approach to finding the arithmetic mean in ways that give insight into their understanding of the concept. While both groups of students showed a degree of understanding and flexibility with the procedure they had been taught, students who had learned the visual procedure showed a deeper conceptual understanding of the arithmetic mean. An appendix contains selected tasks presented to subjects. (Author/MKR)

ED 389 556 SE 057 199

Pence, Barbara J.
Relationships between Understandings of Operations and Success in Beginning Calculus.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Calculus; *Cognitive Structures; College Students; *Concept Formation; Higher Education; *Mathematics Instruction; *Multiplication
IDENTIFIERS- Reform Efforts

In an effort to examine the impact of the changes being made at San Jose State University (California) in the calculus curriculum, multiple measures were collected and analyzed. This study focuses on the relationship between performance on a pretest and the class grade. Through written responses on the pretest, a belief and knowledge profile for each student was constructed. Students were grouped according to their answers on an item which asked them to graph 2, x, x squared, and 2 to the x power. Profiles of student perceptions and knowledge were consistent within groups and varied across groups. Results

1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Decimal Fractions; *Elementary School Students; Grade 5; Intermediate Grades; Mathematics Instruction; *Ratios (Mathematics)

This paper reports on a teaching experiment involving decimal instruction conducted with a class of elementary students (n=20) in a public school of a small city. After doing extensive work with multiplication, division, ratio, and fractions through an innovative mathematics curriculum, fifth grade students were introduced to decimal numbers. To develop their understanding of decimal notation, students worked through three open-ended, contextual problems that encouraged them to make connections between decimals and previously encountered mathematical constructs such as ratio and fraction. After instruction, students' performance on decimal tasks indicated that students developed a robust understanding of decimal concepts. Based on these positive results, the authors assert that building decimal instruction upon students' ratio reasoning and fraction sense is a key component to helping students develop meaningful strategies for understanding and working with decimal numbers. Contains nine references. (Author/MKR)

ED 389 580 SE 057 223

Ginsburg, Lynda; Gal, Iddo
Linking Informal Knowledge and Formal Skills: The Case of Percents.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Cognitive Structures; *Computation; Interviews; Mathematics Education; *Percentage; *Prior Learning

This study examined adult students' informal knowledge of percent and its relationship to their computational skills. Sixty adults studying in urban and suburban adult education programs were interviewed to ascertain: (1) their ideas of the meanings of benchmark percents, 100%, 50%, and 25%, as they appear in advertising and media contexts; (2) their ability to use these percents in everyday mental math tasks; and (3) their visual representations of these percents. Students also completed written computational percent exercises. Students' responses were examined to determine the nature of their informal knowledge and skills, and a number of patterns were identified. The range and fragility of student responses and the diversity of knowledge gaps suggest the acquisition of isolated ideas but the absence of elaborated frameworks. (Author/MKR)

ED 389 581 SE 057 224

Valdemoros, Marta Elena
Preservation of the Common Referent in the Addition of Fractions: A Case Study.

struggled with the dynamics of operating both small-group and whole-class discussions and ultimately decided not to hold whole-class discussions. A third teacher achieved a more equal balance between teacher-directed and student-centered activities. All three teachers demonstrated more difficulty than students changing their expectations about appropriate mathematical activity. (Author)

ED 389 604 SE 057 248

Preston, Ronald V.; Lambdin, Diana V.
Mathematics for All Students! Mathematics for All Teachers?
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demonstration Programs; *Educational Change; Junior High Schools; *Mathematics Education; *Mathematics Teachers; Middle Schools; *Role Conflict
IDENTIFIERS- *Reform Efforts; *Teacher Change

Mathematics for all students is a goal of the current mathematics education reform movement. But is today's reform also workable for all teachers? This report profiles two teachers who dropped out of field testing an innovative middle grades mathematics curriculum, the Connected Mathematics Project. These teachers are of interest because (1) their mathematics backgrounds seemed strong, (2) their espoused philosophies seemed compatible with the innovation, and (3) their work environments provided considerable support. The difficulties they encountered are described and recommendations are offered for helping teachers succeed with curricular reform. (Author/MKR)

ED 389 605 SE 057 249

Feikes, David
One Teacher's Learning: A Case Study of an Elementary Teacher's Beliefs and Practice.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Elementary School Teachers; Grade 2; Mathematics Education; *Mathematics Teachers; Primary Education; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Teacher Change

This is a case study of one teacher's beliefs, practice, and learning during his first year of participation in a problem-centered second-grade mathematics project. The teacher in this study attempted to implement an alternative approach to teaching mathematics that differed dramatically from his former practice. This study looks at his former beliefs and practice, his teaching of mathematics during his participation in the project, and the process by which he learned and consequently changed his beliefs and practice. The teacher in this study includes chapters on: (1) "What is Political Behavior?"; (2) "Political Participants"; and (3) "Making Judgments about Political Behavior." Unit 2, "Similarities and Differences in Political Behavior," contains: (1) "Comparing Political Behavior"; (2) "Culture and Political Behavior"; (3) "Social Status and Political Behavior"; and (4) "Political Loyalties." Unit 3, "Elections and the Behavior of Voters," includes: (1) "Selecting Leaders of Government"; (2) "Participating in Electoral Politics"; and (3) "The Voting Decision." Unit 4, "Political Decision-Makers," contains: (1) "Introduction to the Study of Political Decision-Makers"; (2) "The Presidential Role"; (3) "The Congressional Role"; (4) "The Role of Supreme Court Justices"; and (5) "The Role of Federal Bureaucrats." Unit 5, "State and Local Decision-Makers," includes: (1) "The Nature of American State and Local Governments"; (2) "Chief Executives in State and Local Government"; (3) "Legislative Bodies in State and Local Government"; (4) "Courts in State and Local Government"; and (5) "State and Local Bureaucrats." A copy of the U.S. Constitution is included. (EH)

ED 389 629   SO 023 975

Mehlinger, Howard D.; Patrick, John J.
American Political Behavior Revised Edition. Teacher's Guide.
PUB DATE- 77
NOTE- 283p.; Published by Ginn and Company, Lexington, MA (out of print). For the textbook see SO 025 974.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civics; Federal Government; Federalism; Local Government; Political Attitudes; Political Influences; *Political Science; Political Socialization; *Politics; Secondary Education; Social Studies; State Government; Teaching Guides; *United States Government (Course)

This teacher's guide corresponds to the textbook "American Political Behavior" and provides resource materials and teaching suggestions. There is a lesson plan for each lesson in the course. The textbook tries to capture the vitality and drama of politics through the use of cases that describe the political activities of typical citizens and political leaders. Simulations, games, political attitude surveys and data-processing activities are used to enliven the study. The guide consists of five units with supporting activities for each chapter. Unit 1, "Introduction to the Study of Political Behavior," includes chapters on: (1) "What is Political Behavior?"; (2) "Political Participants"; and (3) "Making Judgments about Political Behavior." Unit 2, "Similarities and Differences in Political Behavior," contains: (1) "Comparing Political Behavior"; (2) "Culture and Political Behavior"; (3) "Social Status and Political Behavior"; and (4) "Political Loyalties." Unit 3, "Elections and the Behavior of Voters," includes: (1) "Selecting Leaders of Government"; (2) "Participating in Electoral Politics"; and (3) "The Voting Decision." Unit 4, "Political Decision-Makers," contains: (1) "Introduction to the Study of Political Decision-Makers"; (2) "The Presidential Role"; (3) "The Congressional Role"; (4) "The Role of Supreme Court Justices"; and (5) "The Role of Federal Bureaucrats." Unit 5, "State and Local Decision-Makers," includes: (1) "The Nature of American State and Local Governments"; (2) "Chief Executives in State and Local Government"; (3) "Legislative Bodies in State and Local Government"; (4) "Courts in State and Local Government"; and

ED 389 651 SO 025 517

Torture by Governments, A Seven Part Educational Guide for High Schools.
PUB DATE- 85
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Rights; *Civil Liberties; *Civil Rights; Due Process; *Equal Protection; Freedom; High Schools; *International Crimes; *Justice; Political Attitudes; *Refugees; Safety; Social Attitudes; Social Studies; Values

This interdisciplinary unit includes seven lessons that can be adapted to fit individual classrooms and curricular needs. The focus of the lessons is on human rights and human rights abuses. The lessons include: (1) "Who Are the Victims?"; (2) "Coping"; (3) "Torturers"; (4) "A Case for Torture?"; (5) "The Map of Torture"; (6) "The Words To Say It"; and (7) "The Fight against Torture." The United Nations Universal Declaration of Human Rights is included, as are several newspaper articles, photographs, and maps. (EH)

ED 389 652 SO 025 577

Bucuvalas, Tina
South Florida Folk Arts: A Teacher's Guide.
PUB DATE- 88
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Context; *Cultural Education; Elementary Secondary Education; *Folk Culture; Handicrafts; Oral Tradition; Resource Materials; Teaching Guides
IDENTIFIERS- *Florida; Folk Art; Folk Dance; Folk Music

Folklore and folk arts encompass the body of traditional knowledge learned and artifacts produced outside of formal institutions as a result of participation in folk groups. A great portion of daily life and culture is folk. Folklore and folk arts acquire distinctly local characteristics through the influences of geography, history, or talented individuals within the folk group. This manual invites an exploration of the unique aspects of south Florida folklore and folk arts. The guide is the text for a secondary level, semester length, elective course. Components of the course are units which address the major folk lore genres or categories, and may be used individually to supplement other teacher situations. They may also be adapted for elementary level use. An Introduction to folk arts is given, which includes basic folk arts concepts and definitions. The categories considered are: (1) "Verbal Arts"; (2) "Folk Arts and Crafts"; (3) "Foodways"; (4) "Folk Architecture"; (5) "Folk Music"; (6) "Folk Dance"; and (7) "Occupational Folklife." Each unit includes a brief definition and discussion of the genre under consideration, teaching strategies, and a bibliography. The guide also supplies a vocabulary list, a list of printed and audio-visual resources for the classroom, and a sample informant data sheet. (MM)

ED 389 653 SO 025 583

"Teacher Training for Multicultural Education in Favour of Democracy and Sustainable Development: The Territorial Approach" (R. Gagliardi and P. B. Mosconi); (3) "Intercultural Bilingual Education and the Training of Human Resources: Lessons for Bolivia from the Latin American Experience" (L. E. Lopez); (4) "Interculturalism, Technical Education and Teacher Training in Bolivia" (L. A. R. Bazan and O. C. Gonzales); (5) "Training in Intercultural Education for Primary School-Teachers in the Czech Republic" (J. Kotasek and R. Ruzicka); (6) "Training Programmes for the Teachers of Tomorrow: Intercultural Education in Jordan" (E. Zouqqan); (7) "Teacher Training for Intercultural Education in Lebanon" (N. N. Constantine); (8) "Teachers and Multicultural Education in Mauritius" (P. Guruvadoo, A. C. Kalla, S. Thancanamootoo, and T. Veerapen); (9) "Teachers and Multicultural Education in Poland" (A. Janowski); (10) "Teacher Training for Multicultural Education in Senegal" (M. Mboup); (11) "The Training of Tunisian School Teachers and Intercultural Education" (M. Miled and others). (Individual chapters contain references.) (ND)

ED 389 672 SP 036 298

Sultana, Qaisar
Evaluation of Multicultural Education's Understanding and Knowledge in Freshman Level Preservice Teachers.
PUB DATE- Nov 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 8-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; *Cultural Awareness; *Education Majors; Elementary Secondary Education; Higher Education; High Schools; *Knowledge Level; *Multicultural Education; Preservice Teacher Education; Required Courses; Secondary School Curriculum; State Legislation; *Student Attitudes; Student Surveys
IDENTIFIERS- *Eastern Kentucky University; *Kentucky; Kentucky Education Reform Act 1990; Preservice Teachers

One hundred forty-three Eastern Kentucky University college students majoring in education and enrolled in an introductory education course were surveyed to determine their understanding of and knowledge about multicultural education and to discern the extent to which these students appreciated and valued multicultural education. The study also intended to use this group as a control and compare it with a similar group in 1996, 5 years after the implementation of the Kentucky Education Reform Act (KERA), which was passed in 1990, and to use the group in a pre- and post-study in 1996. KERA recognizes the significance of diversity and includes diversity in the state's learner expectations. At the first class the subjects were asked to give a comprehensive definition of multicultural education by responding to a prompt "Multicultural education is..." These were then scored against the Kentucky State Board of Education's definition. Results suggested that multicultural education was addressed in the subjects' high school curriculum, though perhaps only to a limited degree. Compared to 11 percent of the subjects who did not know anything about multicultural education, 55 percent were aware of cultural differences. Another 4.2 percent had some understanding of multicultural education. Six subjects had benefited from their multicultural education to a degree where they accepted,

Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *Teacher Education; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- Asia; Bangladesh; India; Pakistan; Sri Lanka

This publication is one of two prepared for a South Asian Colloquium on issues related to teacher training in Bangladesh, India, Pakistan, and Sri Lanka. The papers in this volume focus on innovations and alternative strategies designed to improve quality in teacher education at preservice phase. The publication is in five sections. The first four sections were prepared by the respective national Ministries of Education. Section 1 is on Bangladesh and includes an overview of literacy and primary education and a discussion of provisions for initial training of teachers, the funding of education, and problems and remedies. Section 2, on India, includes a brief history of India's educational system, a review of key issues in the National Policy of Education, a discussion of issues facing Indian educators in the nineties, and several data tables. Pakistan is the focus of section 3 which looks at historical perspectives on teacher training, training of elementary and secondary teachers, qualifications for teacher educators, innovations in teacher training, analysis of teacher training programs, financing of teacher education, and recommendations for future development. The fourth section is on Sri Lanka and covers inservice and preservice teacher education, successful innovations in teacher training, problems and issues, and statistical information. The final section is an overview by Beatrice Avalos which summarizes the educational context and the characteristics, issues, and alternatives of teacher education in general and in each of the four countries. (Individual sections contain references.) (ND)

ED 389 691   SP 036 335

Jackson, Francesina R.
Radical Pedagogical Structures: Infusing a Multicultural Perspective through Environmental Proverbs.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; *Educational Change; Elementary Secondary Education; *Environmental Education; Instruction; Integrated Curriculum; Interdisciplinary Approach; *Language Arts; Lesson Plans; *Multicultural Education; Proverbs; *Science Education; Teaching Models
IDENTIFIERS- Multidisciplinary Education

While researchers have long advocated integrating disciplines, practitioners have sometimes viewed the combination of language arts and science for a particular purpose as unnatural and difficult to accomplish. An introductory section of this paper examines the underlying concepts for the integrated approach, that students learn based on what they know, and that genuine learning results from students interacting with and internalizing information into their cognitive structures. The paper describes a lesson plan that provides opportunities for students to use their cultural capital (i.e., their language, history, experiences) as they develop and expand their skills. The particular focus of the lesson is environmental issues, combining language and science. The lesson is designed to demonstrate a multicultural focus through an examination of

Instruction
IDENTIFIERS- *Adventure Games; *MOOs

One segment of a computerized adventure game system (Multi-User Dimensions, or MUD) designed for learners of English as a second language (ESL) is described. The acronym MOO refers to MUD Object Oriented, the programming language used for the system. The system allows for individuals in different locations to communicate directly with each other, through Internet, in the game context. The segment discussed is "schMOOze U," a game based on a virtual university. Users, identified as characters by fictional self-descriptions, can move about within this context and according to a set of rules and regulations defined by the user community. This networked virtual reality game is intended to remove ESL learners' communicative inhibitions. Users can learn commands in a "classroom," engage in word games, write texts for the library, participate in grammar exercises, have conferences, and stage events; one user hosted a party. An online dictionary is provided. A characteristic of the game system is the common use of puns. Within the first year of its existence, the game logged in 350 permanent characters and guests from over 1,000 sites around the world. The report concludes with a brief essay about schMOOze U written by one Hong Kong user. (MSE)

ED 389 223 FL 023 443

Seliman, Salbiah
Engineering Research Presentations: Three Units of Analysis.
PUB DATE- 95
NOTE- 29p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coherence; Discourse Analysis; *Engineering Education; English (Second Language); *English for Special Purposes; Foreign Countries; Language Patterns; *Language Styles; *Oral Language; *Speech Communication; *Technical Writing

A study investigated the genre, structure, and delivery of oral presentations in engineering delivered in English as a first and as a second language. Eleven manufacturing engineering presentations, four by non-native speakers of English and seven by native speakers in Loughborough, United Kingdom, were analyzed with reference to the discourse community's expectations concerning "good" and "bad" presentations, as determined through interviews and questionnaires. Two aspects of genre were examined: communicative purpose and conventionalized knowledge of linguistic and discoursal resources. Analysis of structure focused on characteristics of the introduction, body, and termination (conclusion) of the presentation. These included listener orientation, content orientation, discourse type, summary, presentation of technical information, use of visual aids, circumstantial comments, and comments on the research process. Analysis of delivery looked only at its extemporaneousness, as reflected in mode of delivery: memorization; reading aloud; and/or "fresh talk." In each case, performances are compared with expectations. Contains 35 references. (MSE)

ED 389 224 FL 023 444

and resulting defeat for the unions. Whatever policies higher education adopts for labor relations, college industrial relations should be a priority concern for managers and governors in the run-up to incorporation. Relevant Acts of Parliament are listed. (JB)

ED 389 243 HE 028 762

Lempert, David H.
Escape from the Ivory Tower: Student Adventures in Democratic Experiential Education. The Jossey-Bass Higher and Adult Education Series. First Edition.
PUB DATE- 96
NOTE- 372p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- College Role; *Democratic Values; Educational Philosophy; *Experiential Learning; Graduate Study; *Higher Education; Professional Education; Program Descriptions; Program Implementation; *School Community Relationship; Student Attitudes; Undergraduate Study

This book describes and reports on a new approach to higher education that is experiential and democratic. The approach uses discussion and interaction, laboratory work and field learning, community involvement and service, democratic citizenship and skills training, and student-initiated participatory learning in courses, projects, and clinical work that goes beyond traditional classroom education. The book is divided into two parts. Part 1 (chapters 1 through 3) concerns creating a new educational vision and describes how universities appear from the point of view of students and communities and a democratic experiential philosophy of education that comes out of strong traditions in American culture. Part 2 (chapters 4 through 10) describes ideas for revitalizing American higher education through the model's "student adventures." Included are detailed descriptions and how-to materials for several different university courses that have already been tested successfully and for an international policy project and other detailed ideas for experiential courses at all levels of the university curriculum, including graduate and professional schools and complementing courses in several disciplines. Finally, the book proposes a fundamental change in the structure of higher education and its funding and links to the community and its view of its role and the roles of faculty and students. (Contains 87 references.) (JB)

ED 389 244 HE 028 763

Utilization of Residence Hall Facilities, Fall 1994 with Trends from Fall 1985. Report No. 9-95.
PUB DATE- Oct 95
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Buildings; *College Housing; Dormitories; *Educational Finance; Enrollment Projections; *Facility Utilization Research; Higher Education; Income; Resident Assistants; Residential Colleges; Residential Patterns; *Space Utilization; State Colleges; State Surveys; Tables (Data); Trend Analysis
IDENTIFIERS- New York; *State University of New York

Prototyping.
PUB DATE- 15 Oct 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Distance Education; Elementary Secondary Education; *Formative Evaluation; Higher Education; *Interactive Video; Models; Teaching Methods; *Video Equipment
IDENTIFIERS- Informal Communications; *Production Quality; Prototypes; *Rapid Prototyping; Sequencing Skills

Educators participating in distance education have generally not received training in the production of effective video, although they do need to be able to appear in video suitable for effective instruction. The level of video quality required is referred to as "informal" video. Rapid prototyping is a concept in which formative evaluation is implemented using low-fidelity products that simulate the high-fidelity product used in summative evaluation. This technique, which is helpful in the early stages of development, can be used in video production. To find examples of exemplary and problematic techniques, over 32 hours of distance education classes were scanned, and the points of view that operate in a distance education context were identified. Using study results, a prototype was constructed that showed points of view and provided information about sequencing. An appendix contains a pedagogical table, samples of scripts and a video log, and a nonlinear editor screen sample. (SLD)

ED 389 264 IR 017 466

Pugh, Richard C.; And Others
Interactive Television in Distance Education Setting: Formative Evaluation of "Adapting Instructional Techniques."
PUB DATE- Oct 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advance Organizers; *Distance Education; Evaluation Methods; Higher Education; *Instructional Effectiveness; *Interactive Television; Models; Program Development; *Teaching Methods; *Videotape Recordings
IDENTIFIERS- Prototypes

"Adapting Instructional Techniques" was developed at Indiana University to improve the performance of teachers in classrooms equipped for interactive audio or video in a distance education setting. The formative evaluation of this videotape is described. The tape suggested modifications for five common instructional techniques used in conventional classrooms: (1) demonstration; (2) discussion; (3) group work sessions; (4) lecture; and (5) question and answer. Three researchers reviewed the initial version of the tape and submitted it for review by eight experienced distance education instructors. The third phase of evaluation consisted of a survey review completed by eight experienced school teachers, who were contemplating offering a distance education course. The

PUB DATE- Apr 95
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Curriculum Development; *Educational Television; *Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools; Programming (Broadcast); Use Studies
IDENTIFIERS- *Channel One; Reality; *World Views

The study examines the instructional use of Channel One in a middle school over 18 months' time. Channel One is a 12-minute educational television news program broadcast daily to over 12,000 U.S. secondary schools. It is argued that while many students watch the programming, there is only a small minority of the classrooms where teachers actively incorporated it into their teaching. Two surveys of students, teachers, and parents were conducted, as well as class observations and teacher and administrator interviews. It is found that the teachers actively using Channel One create a curriculum fragment that leads to "real world" as distinct from "school" knowledge. Students are made aware of personal, political and social ideas not previously understood, and they are found to act on this knowledge by using newly acquired language in venues outside the formal school curriculum. Channel One forces a teacher to choose between the two kinds of knowledge; the majority of teachers in this study decided to forgo any serious consideration of Channel One's worldly knowledge in favor of the formal school knowledge already part of the curriculum. It is suggested that in ignoring Channel One, opportunities for exploring issues of direct relevance to young adults are lost, as well as the chance to contextualize and reflect on worldly knowledge. (Contains 26 references.) (AEF)

ED 389 284 IR 017 495

Tel-Ed '95, Proceedings of the International Conference on Telecommunications in Education (4th, Fort Lauderdale, Florida, November 30-December 3, 1995).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 293p.; For proceedings of the 1994 Conference on Telecommunications in Education, see ED 377 824.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Adult Education; Computer Assisted Instruction; *Computer Uses in Education; Costs; Distance Education; Educational Change; *Educational Development; Educational Finance; Electronic Mail; Elementary Secondary Education; Equal Education; *Information Technology; Multimedia Materials; *Professional Development; *Telecommunications; Teleconferencing
IDENTIFIERS- Internet

This conference was designed to offer a variety of experiences for novice and experienced technology users to facilitate new ways of incorporating information technologies in education. The topics covered in these proceedings range from elementary to adult education and cross all disciplines. The following major themes are discussed: (1) professional development; (2)

includes goals and an action agenda. Chapters cover setting the stage for the CLIP and an overview of its planning process, with special attention to getting citizens involved. Creating a library and community profile is an essential first step. Other steps in the CLIP process, from needs assessment through evaluation, are detailed, along with a discussion of trouble shooting. Resources are presented in seven sections devoted to resources for successful meetings, for gathering information, and for the six CLIP steps. An eighth section contains examples of a vision statement, a CLIP plan, and a planning flow chart. (SLD)

ED 389 304 IR 055 687

Wall, Kay L.
Creating Policies for Assignable Study Space in Academic Libraries.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Carrels; Higher Education; *Library Facilities; Library Policy; Library Services; Library Surveys; *Policy Formation; *Study Centers; *User Needs (Information); Use Studies
IDENTIFIERS- Mississippi; *University of Southern Mississippi

The State of Mississippi authorized the construction of additions to three of the state's academic libraries. At the University of Southern Mississippi, planning for an addition raised the question of assignable study space. Lockable individual study rooms (carrels) and group study rooms were planned, and questions of how to assign them and rules for their use arose. A survey of 52 public academic libraries examined their assignable study space policies to aid in writing a policy for the University's Cook Memorial Library. Nearly every response indicated that the number of carrels available was not sufficient to meet the requests for assignment. Although demand was great, many libraries indicated that actual use was low, with carrels frequently unoccupied. A majority of carrels were assigned to faculty, and most policies provided an academic year or calendar year assignment. Carrels were usually assigned on a first-come, first-served basis, with library personnel making the assignment. Policies for group study rooms were most often based on the staffing available to enforce the policies established. It will be necessary to post regulations for use of carrels and group study rooms and to make all policies clear to potential users. (SLD)

ED 389 305 IR 055 688

Alabama Public Library Service Annual Report, 1994.
PUB DATE- 94
NOTE- 7p.; For the 1993 annual report, see ED 375 842; for the 1994 library directory and statistical report, see IR 055 689.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Library Circulation; Library Facilities; *Library Funding; Library Services; *Library Statistics; Public Libraries; *State Libraries; Workshops
IDENTIFIERS- *Alabama Public Library Service

This annual report summarizes activities of the Alabama Public

Reilly, James M.; And Others
New Tools for Preservation: Assessing Long-Term Environmental Effects on Library and Archives Collections.
PUB DATE- Nov 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; *Environmental Influences; *Information Storage; *Library Collections; Library Technical Processes; Magnetic Disks; Photographs; *Preservation; Printed Materials; *Records Management

A new method was developed by the Image Permanence Institute for monitoring the effects of dynamic environmental conditions on organic materials in order to make it easier to manage the preservation of library and archives collections. This new approach to preservation management applies to the many types of scholarly resources for which research and academic institutions are responsible. The Time-Weighted Preservation Index (TWPI) provides a new way to measure and quantify how temperature and humidity changes affect the preservation quality of storage environments for paper, photographic, and magnetic tape collections, and any other type of organic material. The concept is illustrated with examples and explanations are given on how relatively small changes in storage conditions can result in significant improvements in the useful life of library and archives collections. Plans for the Preservation Environment Monitor are also described. Appendices provide information on the following: forms of deterioration in organic collection materials, deterioration mechanisms and test methods; specific origins of the preservation index (PI) model and how the PI model compares with other published models; and temperature and RH equilibration in TWPI analysis. (Contains 39 references.) (AEF)

ED 389 325 IR 055 713

The Commission on Preservation & Access: Annual Report, July 1, 1994 to June 30, 1995.
PUB DATE- 95
NOTE- 40p.; For 1994 Annual Report, see ED 375 860.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Advisory Committees; Annual Reports; Communication (Thought Transfer); Digital Computers; *Information Storage; Information Technology; *International Programs; Library Technical Processes; *Preservation; Records Management; Scientific Research
IDENTIFIERS- Brittle Books; *Commission on Preservation and Access; Digital Technology; National Endowment for the Humanities

The Commission on Preservation and Access was established to foster, develop, and support collaboration among libraries and organizations in order to ensure the preservation of the published and documentary records and to provide enhanced access to scholarly information. This annual report describes the following: (1) the organization of the Commission, support, and the 1995 initiatives; (2) the Brittle Books Program managed by the National Endowment for the Humanities; (3) digital preservation technology; (4) scholarly involvement; (5) the international program that brings together countries and

PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Access to Information; Case Studies; Change; *Classification; *Information Seeking; *Library Catalogs; Problems; Scholarly Journals; *Subject Index Terms; User Needs (Information); *Womens Studies
IDENTIFIERS- *Library of Congress Subject Headings

This research project examined the Library of Congress's responsiveness to new emerging fields of research, using a case study on women's studies in the mid 1960s and early 1970s. Specifically considered was the Library of Congress Subject Heading Division's timeliness in relation to scholarly literature published between 1963 and 1975. Samples consisted of 84 monographs and anthologies considered to be significant to the field of women's studies and published between 1963 and 1975. Terms and phrases from the works' title pages and tables of contents were matched with assigned Library of Congress subject headings. The results address the following questions: (1) Which subject headings have frequently been assigned to such works and what entry word do they possess?; (2) If the Library of Congress picked up the terminology of women's studies scholars, which terms were used and when?; and (3) What are the implications in terms of access? In terms of access, problems occurred with the use of broad headings with subheadings and the patrons' use of the words "woman" and "women"; the card cataloger as a result would have to search all entries under the broad headings to find the desired items. The number of new terms that became valid during the time period covered indicates the Library of Congress's efforts to keep current with the terminology of this emerging area of research. (Contains 31 references.) (Author/AEF)

ED 389 344 IR 055 742

Poulson, Jane M.
Library Programs for Children with Disabilities: A Survey of Missouri Public Libraries.
PUB DATE- Nov 94
NOTE- 54p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accessibility (for Disabled); *Children; *Disabilities; Library Funding; *Library Services; Library Surveys; Mission Statements; Outreach Programs; Professional Development; *Public Libraries; User Needs (Information)
IDENTIFIERS- Americans with Disabilities Act 1990; Missouri

Since the Americans with Disabilities Act of 1990 has gone into effect, many libraries are evaluating and improving their library services for people with disabilities. There are nearly 110,000 children in Missouri who receive some type of special education assistance because of physical, mental or emotional impairments. Through an anonymous exploratory survey, this study presents an overall description of library programs for children with disabilities in Missouri. A self-administered questionnaire was mailed to the youth services librarians at 97 of 130 Missouri public libraries. A simple random sample was drawn to select the subject libraries; 53 questionnaires were returned. The librarians and libraries in Missouri are beginning to take steps to provide library programs for children with disabilities. Many libraries address the special needs of people with disabilities in their mission statements. Three-fourths of the subject libraries are completely council. Contains 168 references. (TGI)

ED 389 361 JC 960 006

High, Clennis F.; And Others
A Comparative Study of Selected Social Problems: A Snapshot View of Which Social Problems Are Perceived To Be Most Significant in the N.W. Section of Harris County, TX. A Class Project.
PUB DATE- 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Attitudes; Community Colleges; Community Surveys; Comparative Analysis; *Crime; Drug Use; Family Problems; Public Education; *Public Health; Social Attitudes; *Social Problems; Sociology; Two Year Colleges; *Violence
IDENTIFIERS- *Texas (Harris County)

A project was undertaken by a sociology class at Houston Community College, in Texas, to identify which social problems were perceived to be most important by residents of Northwest Harris County. Questionnaires were distributed to a random sample of county residents, requesting demographic information and asking respondents to rate six social problems (i.e., violence, crime, public education, drug problems, public health, and family problems) on a 5-point scale, with 5 indicating the highest level of importance. Space was also provided for respondents to write in other social problems not listed. Study findings, based on responses from 150 residents, included the following: (1) all six issues were considered important by respondents, receiving scores above the 3 midpoint; (2) violence was ranked as the most important issue at 4.56, followed by crime at 4.47, drugs at 4.16, family at 3.94, education at 3.9, and health at 3.78; (3) women rated crime, violence, and public health as more serious problems than men, while men tended to give higher ratings to public education; and (4) racial problems was the most commonly cited other issue, cited by 24 respondents. Appendixes include the survey instrument, a demographic profile of the study sample, a county map, and 10 student papers discussing the study findings. (TGI)

ED 389 362 JC 960 007

Leadership for Empowering Academic Development: Team Recommendations.
PUB DATE- 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; Community Colleges; Day Care Centers; Educational Counseling; Educational Improvement; Educational Quality; *Enrollment; Job Placement; *Management Teams; *Needs Assessment; Special Needs Students; Student Evaluation; *Student Needs; *Student Personnel Services; Student Placement; Two Year Colleges
IDENTIFIERS- Cowley County Community College KS

As part of a Total Quality Leadership initiative, Cowley County Community College (CCCC), in Kansas, formed the Leadership for Empowering Academic Development (LEAD) team to develop a process for addressing student needs at CCCC's main campus and

ED 389 379 JC 960 024

Huggett, Kim
How Colleges Are Coping, 1995.
PUB DATE- 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; College Administration; *Community Colleges; Educational Finance; *Educational Trends; Enrollment; *Financial Problems; *Private Colleges; *Retrenchment; State Surveys; *State Universities; Two Year Colleges
IDENTIFIERS- *California

Based on news accounts, correspondence, conference presentations, and interviews, this collection of quarterly reports provides regular updates on actions taken by California's colleges to cope with difficult economic times. These four reports were produced in January, March, May, and September of 1995 and review the effects of and responses to budgetary shortfalls in the California Community Colleges (CCC), the California State University (CSU), the University of California (UC), private colleges in California, and selected institutions in other states. Each report contains general comments on trends in the CCC, CSU, and UC systems; discussions of actions taken at specific campuses; and a review of notable occurrences at the state and national levels. Highlights of the 1995 reports include the following: (1) in 1995, the CCC had a maintenance fund of only $8.6 million to cover $95 million worth of facilities requests; (2) 15 CCC districts joined a statewide cash management program to meet cash flow needs through pooled borrowing; (3) the 20 CSU campuses raised $150.4 million from alumni, parents, corporations, and foundations in 1993-94, a 70% increase from 1989-90; and (4) the UC Board of Regents approved a $145 million dollar budget increase to avert further student fee increases, hire 120 new faculty, and increase faculty salaries by 5%. (BCY)

ED 389 380 JC 960 027

Kintzer, Frederick C.
An Historical and Futuristic Perspective of Articulation and Transfer in the United States.
PUB DATE- 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Admission Criteria; *Articulation (Education); College Admission; College Credits; College School Cooperation; *Community Colleges; *Educational History; *Educational Trends; *Transfer Policy; *Transfer Programs; Transfer Students; Two Year Colleges

This essay provides a historical review of articulation and transfer in the United States, and suggests trends for the future. First, the terms articulation and transfer are defined as the totality of services for students transferring throughout higher education and the formulas developed to exchange credits, courses, and curricula, respectively. Next, a historical review of developments in articulation is presented, focusing on the following five time periods: (1) the early

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Childhood Needs; Discipline; Divorce; Family Characteristics; *Family Life; Family Problems; Interpersonal Relationship; Marital Satisfaction; *Parent Child Relationship; Parent Role; *Remarriage; *Stepfamily

Because of the significant rates of divorce and remarriage in the United States, the stepfamily is becoming an increasingly mainstream way of life alongside the traditional nuclear family structure. This book is an essential guide for understanding an individual's multiple family roles as well as the emotional and psychological nuances within step-relationships. Chapters in the book discuss the following: (1) the structure of nuclear and combined families; (2) myths and realities of stepfamilies; (3) the evolution of nuclear, one-parent, and combined families; (4) the dynamics of new couples; (5) informing children of a pending remarriage; (6) logistics of a wedding ceremony for combined families; (7) making a home for a combined family; (8) who is and who is not a member of the family; (9) role of the remarried parent; (10) role of the stepparent; (11) conflicts in the role of stepparents as parents; (12) the place of children in combined families; (13) the different levels on which combined-family members must interact with each other; (14) the role of former spouses; (15) discipline in combined families; (16); managing a household of different lifestyles; (17) expanding the family framework; (18) stages of development for combined families; (19) establishing a new identity in the stepfamily; (20) what to do when help is needed; and (21) a new vocabulary for combined families. (HTH)

ED 389 398 PS 023 654

Minnesota's Child Support System Fails To Meet Children's Needs.

SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.

PUB DATE- 93

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)

DESCRIPTORS- *Child Support; Child Welfare; County Programs; *Family Financial Resources; Financial Needs; Legal Responsibility; *One Parent Family; Program Effectiveness; *Program Improvement; State Aid; Unwed Mothers

IDENTIFIERS- *Child Support Enforcement Services; *Minnesota

This newsletter issue provides an evaluation of child support systems and services of the 87 counties in Minnesota. No county in the state collects enough to support children, child support is often late or not paid in full, children whose parents never married are especially dependent on the child support systems, and child support services vary according to each county. In reality, costs of raising a child far exceed the collected amount of support. Given these circumstances, getting adequate support involves five critical steps: (1) locating the absent parent; (2) establishing paternity; (3) establishing an adequate amount of child support; (4) enforcing the child support order; and (5) reviewing and modifying outdated orders. The newsletter presents six suggestions for improving the child support system, including centralizing functions and simplifying guidelines. Five measures of child support enforcement for evaluating the effectiveness of county enforcement are provided: support ordered, monthly amount

ED 389 416 PS 023 730

Bornstein, Marc H., Ed.
Handbook of Parenting. Volume 1: Children and Parenting.
PUB DATE- 95
NOTE- 452p.; For other volumes in this series, see PS 023 731-733.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Adolescents; Child Health; *Child Rearing; Children; Child Welfare; Cognitive Development; Family Relationship; Interpersonal Competence; Mental Retardation; *Parent Child Relationship; Parent Education; *Parent Influence; *Parenting Skills; Parent Role; Parents; Policy Formation; Sex Differences; Social Development
IDENTIFIERS- Parenting Styles

Concerned with different types of parents and the forces that shape parenting, this volume, the first of four volumes on parenting deals specifically with parent-child relationships throughout the lifespan and the parenting of children of different physical, behavioral, and intellectual needs. The volume consists of 12 chapters as follows: (1) "Parenting Infants" (Marc H. Bornstein); (2) "Parenting Toddlers" (Carolyn Pope Edwards); (3) "Parenting during Middle Childhood" (W. Andrew Collins and others); (4) "Parenting Adolescents" (Grayson N. Holmbeck and others); (5) "Parent-Child Relationships in Adulthood and Old Age" (Steven M. Zarit and David J. Eggebeen); (6) "Parenting Siblings" (Wyndol Furman); (7) "Parenting Boys and Girls" (Beverley J. Fagot); (8) "Parenting Twins" (Hugh Lytton and others); (9) "Parenting Children Born Preterm" (Susan Goldberg and Barbara DiVitto); (10) "Parenting Children with Down Syndrome and Other Types of Mental Retardation" (Robert M. Hodapp); (11) "Parents of Aggressive and Withdrawn Children" (Kenneth H. Rubin and others); and (12) "Parenting Talented Children" (David Henry Feldman and Jane Piirto). Articles are accompanied by references. (JW)

ED 389 417 PS 023 731

Bornstein, Marc H., Ed.
Handbook of Parenting. Volume 2: Biology and Ecology of Parenting.
PUB DATE- 95
NOTE- 459p.; For other volumes in this series, see PS 023 730-733.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Biological Influences; Caregiver Child Relationship; Caregiver Role; *Child Rearing; Cognitive Development; Cultural Influences; Environmental Influences; Family Work Relationship; Interpersonal Competence; Interpersonal Relationship; *Parent Child Relationship; Parent Education; *Parent Influence; *Parenting Skills; Parent Role; Parents
IDENTIFIERS- Historical Background

Concerned with social settings and correlates of parenting, this volume, the second of four volumes on parenting deals

ED 389 436 PS 023 782

Next Steps for Children and Families. Improving Health (Minority Recommendations). Implementation Guide Series.

PUB DATE- 93

NOTE- 47p.; For the report with majority recommendations, see ED 369 476.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- At Risk Persons; *Child Health; Children; Health Education; Policy Formation; Primary Health Care; Social Problems; Youth

This report, prepared by the National Commission on Children, discusses six main recommendations for improving children's health and health care. The recommendations discussed in separate chapters are: (1) Reform the Health Care System; (2) Monitor and Evaluate Efforts to Expand Health Care for the Underserved; (3) Address the Climate of Violence, Drugs, and Promiscuous Sexual Activity; (4) Involve Parents and Respect Their Values; (5) Increase Support for Abstinence Education; and (6) Promote Media and Community Responsibility. The report offers a general background on each of these recommendations as well as steps for their implementation. (An appendix with names and contact information for members of the Commission and 20 notes are attached.) (JW)

ED 389 437 PS 023 783

Morgan, Harry

Pragmatic Language in Early Childhood Education: Behavior and Thought in Teaching.

PUB DATE- Apr 93

NOTE- 30p.; For earlier version of this paper, see ED 354 063. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Class Organization; Classroom Environment; Classroom Techniques; Elementary Education; *Elementary School Students; Student Behavior; Teacher Behavior; Teacher Role; *Teacher Student Relationship; *Verbal Communication

Through observation of teacher language responses, this study examined interaction practices that inhibited, ended, or sustained children's classroom participation. Thirty early childhood educators were observed during 105 30-minute language art classes; 998 female and 1,188 male K-4th grade students were observed. Interactions were coded into one of two modes, instruct or manage, and further categorized as sustain, extend, change, or stop. Results showed a significant relationship between the instruct mode and extend and sustain interactions; this correlation was strongest in fourth grade and weakest in first grade. Language that stopped interactions was only significant in fourth grade; fourth grade also showed the most language interaction overall. In early grades, teachers' language interactions stimulate active student language participation. (Contains 25 references.) (JW)

ED 389 438 PS 023 798

Podmore, Valerie N., Ed.; Swann, Fay, Ed.

language in learning facilities understanding how the manner of teachers' speech influences students and can help improve the quality of interaction between teachers and children. Contains 14 references. (JW)

ED 389 457 PS 023 836

Levine, Esther Zager; Orenstein, Fran M.
Sugar and Spice and Puppy Dog Tails: Gender Equity among Middle School Children.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Teachers; Intermediate Grades; Junior High Schools; *Middle Schools; *Sex Bias; Social Attitudes; *Socialization; Student Attitudes; *Student Surveys; Teacher Attitudes; Teacher Behavior; Teacher Expectations of Students; *Teacher Response; Teacher Student Relationship
IDENTIFIERS- *Gender Issues; Middle School Students; Student Expectations; Teacher Awareness; *Teacher Surveys; Teacher Talk

This study examined the issue of gender equity among middle school students. Literature of the past 20 years was reviewed, showing that bias in schools still exists. The purposes of the study were to determine if changes in attitudes and behaviors have occurred as a result of gender equitable treatment and to ascertain if exposure to inequitable treatment and the socialization process have established a paradigm for attitudes and behavior. The sample consisted of 1,005 middle school children in grades 5 to 8, 69 teachers, and 10 counselors from 2 suburban middle class school districts in New York and New Jersey. Students, teachers, and counselors were asked to respond to a questionnaire on a variety of gender equity issues and to state their personal views in their own words. The results of the 12 student survey questions are discussed in detail. The responses of the teachers reflect their knowledge of the issues surrounding gender equity and equitable behaviors in the classroom. However, according to the students, the teachers are not treating them equitably. Areas suggested for further study are sensitizing teachers to their "teacher talk," and determining how the community, along with schools, can counsel youngsters towards careers in mathematics and technology when appropriate, regardless of gender. The three survey instruments and results of the student survey are appended. Contains 31 references. (BAC)

ED 389 458 PS 023 838

Cole, Ester; Brown, Robert S.
Local School Teams at the Toronto Board: A Five-Year Follow-Up Study. Research Services No. 216.
PUB DATE- Oct 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; Foreign Countries; High Risk Students; *Individualized Education Programs; *Intervention; *Management Teams; Questionnaires; Social Services; Special Education; *Special

ED 389 477 RC 020 209

Who Pays for Alaska's Schools? Research Summary No. 56.
PUB DATE- Mar 95
NOTE- 6p.; Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Expenditures; Federal Aid; Financial Support; Operating Expenses; *Public Schools; *School Funds; School Support; *School Taxes; State Aid; Tax Allocation
IDENTIFIERS- *Alaska

Alaska's public schools cost $1.2 billion in the 1992-93 school year. That included both operating and capital spending and amounted to about $10,000 for each of the state's 119,000 elementary and secondary students. Roughly one-quarter of the state government's general fund budget went to the schools, covering 64 percent of costs. About 30 percent of all taxes raised by cities and boroughs covered 18 percent of school costs; residents of rural school districts known as Regional Education Attendance Areas (REAAs) paid no local taxes. School districts covered 4 percent of costs from fees and other local sources. The federal government paid 14 percent of school costs. The School Foundation Program (a program intended to equalize money available to all school districts) paid for half of all the costs of Alaska's schools; of the $614 million distributed by the foundation, $572 million was state money, $42 million was federal. Per student costs varied from $1,600 for correspondence students to approximately $15,000 in REAAs and at Mt. Edgecumbe, a boarding high school for rural students. Operating expenses made up about 82 percent of school costs, and capital expenses 18 percent. The biggest expense was classroom instruction. Two-thirds of the $214 million in school capital spending was for debt service on existing bonds, and one-third was for new bonds and construction projects. Growth in spending matched growth in the number of students in the early 1990s, but real spending adjusted for inflation dropped about 7 percent between 1990 and 1993. Includes six charts. (JAT)

ED 389 478 RC 020 267

Sim, R. Alex
The Changing Culture of Rural Ontario. Occasional Papers in Rural Extension, No. 9.
PUB DATE- Oct 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Centralization; Change Strategies; Citizen Participation; *Community Action; Community Change; *Educational Change; Elementary Secondary Education; Foreign Countries; Local Issues; *Rural Areas; Rural Education; Small Towns; *Social Change; *Social Values; Urbanization
IDENTIFIERS- Community Renewal; *Ontario; *Rural Culture

This paper overviews the evolution of rural society in Ontario (Canada) from the author's personal experience and research. The paper defines "rural" and "culture" and discusses how these concepts are relevant to social change and the resulting effects on technology, demographics, social organization, and

Zuckerman, Karen, Ed.
Rural Communities. Alcohol, Tobacco, and Other Drugs Resource Guide.
PUB DATE- Aug 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alcohol Education; Annotated Bibliographies; Community Programs; *Drinking; Drug Education; *Drug Use; Elementary Secondary Education; Government Publications; Health Education; *Organizations (Groups); Parent Education; *Prevention; Research; *Resource Materials; *Rural Areas; Rural Education; Smoking; Substance Abuse

This guide lists resources and other materials for implementing drug and alcohol prevention programs in rural communities. Materials and resources focus on community, school, and parent education programs. The first section lists 24 prevention materials, including videos, booklets, curricula, books, posters, and newsletters. Each listing includes the name of the organization that developed the material, the year it was developed, a brief description, target audience, setting, and availability information. The second section includes 33 studies, articles, and reports on rural communities, including government publications. Each listing includes title, author, availability information, and an abstract. The last section lists the names and addresses of 37 organizations and programs related to rural communities in general or to drug and alcohol prevention in rural areas. (LP)

ED 389 495 RC 020 355

Language Acquisition and Development. IDRA Focus.
PUB DATE- Aug 95
NOTE- 21p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Class Activities; Cross Age Teaching; *Educational Strategies; Elementary Secondary Education; *English (Second Language); *Language Acquisition; Literacy; Native Language Instruction; Parent Participation; *Second Language Learning; Student Experience; Tutors; Writing Assignments
IDENTIFIERS- *Biliteracy

This theme issue focuses on strategies to enhance learning of English as a second language and on the importance of bilingual education. In "Bilingual Education Makes the Difference in Learning," Roberto Feliz, who was born in the Dominican Republic and is now a doctor, describes how bilingual education saved him from academic failure and enabled him to become an honors student. "Conversational Insights: On Combining Literature, the Arts, and Technology for Language and Literacy Development" (Juanita Garcia, Laura Chris Green) discusses strategies for using children's literature, dramatics, art activities, word processing, and CD-ROM programs to promote second language development, bilingualism, and biliteracy. "Valued Tutors Write" (Aurelio M. Montemayor) describes the many writing activities of student tutors in a nationally recognized cross-age tutoring program, as well as the specific communicating, and problem solving. Through simple mouse actions, students can make rectangular bars and perform operations using these bars to investigate numerical relationships based on area and measurement concepts. Students can develop strategies for finding sums and differences of fraction quantities, for building equivalent fractions, and for finding fractions of fractions. (MKR)

ED 389 511 SE 056 681

Science CAP: Curriculum Assistance Program. Multimedia.
PUB DATE- 93
NOTE- Requires a Macintosh Computer, Macintosh-Compatible CD-ROM Drive, 4MB of RAM (System 7) or 2MB of RAM (System 6.05).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- he Sense of Sight" and "The Hum "Civilization's Progress" and ",Non-print Media (100)
DESCRIPTORS- *Class Activities; Intermediate Grades; Junior High Schools; *Science Activities; *Science Curriculum; Science Education; Science Materials; *Teacher Developed Materials

Science Curriculum Assistance Program (Science CAP(TM)) is a multimedia package developed to create a model for preserving classroom science activities that can be shared and customized by teachers. This program is designed to assist teachers in preparing classroom science activities for grades five through eight, and to foster an environment of educational growth within the classroom by giving teachers and students the tool to benefit from the experience and knowledge of science teachers across the country. The topics covered include: animals, astronomy, brain and the mind, cells, chemistry, energy, environment, flight, general activities, geology, lab skills, math/science, plants, protists, science and the scientist, simple machines, summer science, and weather. The package includes printed materials, a videotape, and a CD-ROM containing software, text files, and clip art files. (JRH)

ED 389 512 SE 056 776

Houghton, Janaye Matteson; Houghton, Robert S.
Circuit Sense for Elementary Teachers and Students: Understanding and Building Simple Logic Circuits.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Electric Circuits; *Electricity; *Electronics; Elementary Education; Elementary School Students; Elementary School Teachers; *Hands on Science; *Science Activities; Science Education; Science Projects

Today and in the future, critical toolmaking advances will need to be made in the area of circuit design, construction, and implementation. Traditional school curriculum has sidestepped the area of tool design, especially at the elementary level. This publication addresses a calling for a new curriculum direction, based not only on the study of word constructions, but also on the construction of tangible objects and manipulatives for students as low as kindergarten level. Many ideas, activities, and suggestions are provided to help students, teachers, and schools to perform inexpensive, real, hands-on electrical and electronic experiments. The topics covered include: (1) electrons; (2) light-emitting diodes; (3)

local educational authorities have increased the number of mathematics and science courses required for high school graduation. This report examines the relationships between the numbers of courses in mathematics and science that high school students complete and their achievement on standardized tests. Data are from the second follow-up survey of the National Education Longitudinal Study of 1988. Findings include: males and females did not differ significantly in the numbers of science and mathematics courses they complete; students from higher socioeconomic-status families completed more courses in these subjects than students from lower socioeconomic-status families; Asians completed more courses in math and science than Whites, and Whites completed more courses than Blacks and Hispanics; among students with comparable socioeconomic status, the differences in the number of courses completed between Whites, Blacks, and Hispanics are insignificant; test score increases from the end of the 8th grade to the end of the 12th grade are strongly related to the number of math and science courses students completed in high school; and students who completed more math and science courses show greater achievement score gains during high school, regardless of gender, race-ethnicity, and socioeconomic status. (MKR)

ED 389 534 SE 057 177

Owens, Douglas T., Ed.; And Others
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, Ohio, October 21-24, 1995). Volumes 1 and 2: Plenary Lectures, Discussion Groups, Research Papers, Oral Reports, and Poster Presentations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 821p.; For individual research papers, see SE 057 178-270. For the 1994 proceedings, see ED 383 533-534.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Algebra; Constructivism (Learning); Cultural Differences; *Educational Change; Elementary Secondary Education; Epistemology; Functions (Mathematics); Geometry; Higher Education; Language Role; Learning Modalities; *Mathematics Education; Problem Solving; Rational Numbers; Research Methodology; Student Evaluation; *Teacher Education; *Technology; Visualization; Whole Numbers

In this conference proceedings the overarching theme of research on teaching and learning mathematics in diverse settings and the subthemes of diversity, constructivism and algebra are achieved in the plenary papers. The plenary papers and authors include "Constructivist, Emergent, and Sociocultural Perspectives in the Context of Developmental Research" (Paul Cobb & Erna Yackel); "Fairness in Dealing: Diversity, Psychology, and Mathematics Education" (Suzanne K. Damarin); and "A Research Base Supporting Long Term Algebra Reform?" (James J. Kaput). Included in these Proceedings are 84 research reports, two discussion groups, 40 oral reports and 43 poster presentation entries. The one-page synopses of discussion groups, oral reports and poster presentations are organized by topic along with the research reports. Papers are grouped under the following subject headings: advanced mathematical thinking, algebraic thinking, assessment, cognitive modalities, showed that the concept of multiplication was not well understood and was closely related to success in first semester calculus. Multiplication was itself still a process, and in some cases, this process produced multiple concept images within cognitive neighborhoods. (Author)

ED 389 557 SE 057 200

Li, Bey-bey; Adams, Verna M.
Teacher Guidance in an Exploratory Mathematics Class.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Concept Formation; Grade 7; Grade 8; Junior High Schools; Junior High School Students; *Mathematics Instruction; Middle Schools; *Probability; Teaching Methods
IDENTIFIERS- *Combinatorics; *Permutations (Mathematics); Scaffolding

This paper is concerned with understanding how a scaffolding process is utilized in the natural setting of a middle-school mathematics class. Wood, Bruner, & Ross (1976) characterize scaffolding as a learning process of a novice which is assisted and dominated by the adult. Rogoff and Gardner (1984) also point out that "to make messages sufficiently redundant" is one way to provide scaffolding. This study examined classroom discourse when a new topic was introduced to the class. The teacher connected a new topic (combinations) to old content (permutations). He used abundant, similar, but slightly changed examples as referents to help the students attach meaning to symbols for permutations and then began to turn over the discourse to the students to support their development of that new content. (Author)

ED 389 558 SE 057 201

Kamii, Constance
Why Is the Use of a Ruler So Hard?
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Elementary School Mathematics; Elementary School Students; Grade 4; Intermediate Grades; Mathematics Education; *Measurement
IDENTIFIERS- *Rulers (Instruments)

This study involved 3 days of teaching in two fourth-grade classes. A pretest and a posttest were given consisting of (1) a NAEP item asking for the length of a line drawn next to a ruler, (2) a Piagetian unit-iteration task, and (3) the measurement of an object with a ruler that had the "0" mark away from its edge. It was found in the pretest that 86% of the

PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; Case Studies; *Cognitive Structures; *Elementary School Students; *Fractions; Grade 4; Intermediate Grades; Mathematics Education

This case study was carried out with a student who was 9 years old and in the fourth grade when the study began. She was selected after the administration of an exploratory questionnaire to 66 pupils in primary school. The main features of the case were the absence of a common referent and a corresponding unit to the free generation of references related to the addition of fractions. The girl was interviewed twice with the same instrument. The interviews consisted of 10 tasks. The link generated by this student between different classes of objects (referents) through a sum affected only fraction references (not natural number references). Likewise, the child was unable to establish a unit when facing the requirement to construct the additive situation by her own means while she could assign sense, recognize and select an adequate unit in simple tasks, and reconstruct whole processes. Contains 15 references. (Author)

ED 389 582 SE 057 225

Battista, Michael T.; Borrow, Caroline Van Auken
A Proposed Constructive Itinerary from Iterating Composite Units to Ratio and Proportion Concepts.
PUB DATE- Oct 95
NOTE- 10p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Concept Formation; Elementary Education; Grade 2; Grade 5; Grade 7; Interviews; Mathematics Education; *Multiplication; *Ratios (Mathematics)

In this article, the meanings students construct and the conceptual advances they make as they deal with ratio and proportion problems are described. The study cites episodes with a second grader, two fifth graders, and three seventh graders. A critical factor in students' comprehension of and solution to ratio and proportion problems is their explicit recognition of the action that links composite units. Critical transitions in students' constructive itineraries are highlighted, showing that an essential component of these transitions is students' development of related concepts and their integration of that conceptual knowledge with ratio and proportion reasoning. (Author/MKR)

ED 389 583 SE 057 226

Confrey, Jere; Scarano, Grace Hotchkiss
Splitting Reexamined: Results from a Three-Year Longitudinal Study of Children in Grades Three to Five.

learned and consequently changed his beliefs and practice through his actual practice. Paradigm cases often consisted of alternative interpretations of classroom incidents. (Author/MKR)

ED 389 606 SE 057 250

Smith, Margaret Schwan
One Teacher's Struggle To Balance Students' Needs for Challenge and Success.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Junior High Schools; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Middle Schools; *Role Conflict; *Teaching Methods
IDENTIFIERS- *Reform Efforts; *Teacher Change

This study investigated a dilemma faced by an experienced teacher during the early stages of participating in a mathematics instructional reform project, Quantitative Understanding Amplifying Student Achievement and Reasoning (QUASAR). The dilemma arose as the teacher's past practices came into conflict with new forms of instruction. Factors that assisted the teacher in dealing with the dilemma and arriving at a satisfactory resolution included: (1) encouraging teacher reflection on practice, (2) providing a nonthreatening forum for discussing reflections, and (3) providing ongoing support during implementation. (Author/MKR)

ED 389 607 SE 057 251

Davenport, Linda Ruiz; Sassi, Annette
Raising Voices: Using Teaching Cases To Stimulate Teachers' Thinking and Reflection in Mathematics Education.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Records; *Discussion (Teaching Technique); Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; Mathematics Education; *Mathematics Teachers; *Professional Development; Teaching Methods
IDENTIFIERS- *Reflective Analysis

This paper examines the reactions of 10 elementary teachers to a teaching case used as part of a professional development project's curriculum. Their written reactions to both reading the case and participating in a 2-hour discussion of it suggest that cases may stimulate teachers to think about their own understanding of mathematics, the mathematical thinking of children, and their roles as teachers. In addition, patterns in the data suggest that teachers' reactions to cases are strongly colored by their prior experience with case materials, their abilities to articulate the subtleties of reformed mathematics teaching practice, and where they are in their thinking about

(5) "State and Local Bureaucrats." (EH)

ED 389 630   SO 023 986

Brooks, Elizabeth
Database of Teaching Materials on Japan: An Annotated Guide.
SPONS. AGENCY- Japan Foundation, Tokyo. Center for Global Partnership.; Office of Educational Research and Improvement (ED), Washington, DC.; United States-Japan Foundation.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Area Studies; *Asian Studies; *Cross Cultural Studies; Cultural Activities; *Cultural Awareness; *Cultural Education; Elementary Secondary Education; Foreign Countries; Foreign Culture; Global Education; Interdisciplinary Approach; Languages; *Multicultural Education; Non Western Civilization; Social Studies
IDENTIFIERS- *Japan

This booklet is a selective guide to a larger computer-searchable database of teaching materials on Japan. The materials in the guide consist mainly of lesson plans, teaching guides, resource guides, and units on Japan. Each part contains bibliographic information on resources for teaching about Japan at specific grade levels or subject areas. "Elementary School Materials" include: (1) "The Arts"; (2) "Artifacts"; (3) "Multicultural/Global"; (4) "Multimedia Units"; and (5) "Varied Topics and General Overviews." "Secondary School Materials" contains: (1) "The Arts/Religion"; (2) "Artifacts"; (3) "Economy/Government"; (4) "Geography"; (5) "Multicultural/Global"; (6) "Multimedia Units"; (7) "Varied Topics and General Overviews"; and (8) "War." "Elementary to Secondary Materials" includes: (1) "The Arts/Religion"; (2) "Artifacts"; (3) "Multicultural"; (4) "Multimedia Units"; (5) "Varied Topics and General Overviews"; and (6) "War." The appendix contains information on further resources. (EH)

ED 389 631   SO 023 991

Marker, Gerald W.
Sustainable Energy: An Energy Education Topic that Belongs in the Social Studies Curriculum
PUB DATE- Nov 93
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (73rd, Nashville, TN, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alternative Energy Sources; *Conservation Education; Consumer Education; Elementary Secondary Education; *Energy; Energy Conservation; *Energy Education; Energy Management; *Environmental Education; Science Education; Social Studies; Sustainable Development; Technology Education

This paper examines the impending crisis of depletion of natural resources and explores the development of alternative resources for use. The topic of energy education needs to be included in the social studies curriculum. The program must focus around the following three principles: (1) the coming transition from

McCoubrey, Sharon, Ed.
Linking Art and Books.
PUB DATE- 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *Art Education; Childrens Literature; Elementary Secondary Education; Foreign Countries; Illustrations; Interdisciplinary Approach; Language Arts; Legends; *Picture Books; Poetry; Social Studies; Visual Arts; *Visual Literacy; Writing Strategies
IDENTIFIERS- Canada

This serial issue examines the theme of picture books as resources for art production and art response; gives specific project descriptions; and looks at the relationship between words and pictures, and the creative connection between art and language. Articles are: (1) "Editor's View" (Sharon McCoubrey); (2) "The Creative Connection: Art and Poetry" (Charles Pearson; Gail Workman); (3) "Stories as a Starting Point in Art and Design" (Mariette Smith; Jim Taggart); (4) "Book Links, Picture Books in the Curriculum" (Barbara Sunday); (5) "Author-Illustrator, Students Making Books to Link Art and Writing" (Sharon McCoubrey); (6) "A Natural Connection" (Katherine Reeder); (7) "Picture Books as Portable Art Galleries" (Judith V. Lechner); (8) "Legends: An Integrated Art and Social Studies Unit on First Nations Culture" (Diane Paul; Rob Foster); and (9) "Book Reviews." (MM)

ED 389 654 SO 025 676

Brown, Jeffrey L., Ed.
Sustaining the Future: Activities for Environmental Education i U.S. History.
PUB DATE- 95
NOTE- 266p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Culture; Economic Development; *Environmental Education; Global Approach; *Global Education; High Schools; *Justice; Natural Resources; Science and Society; Social Studies; *Sustainable Development; *United States History; *World History

This volume provides methods and resources for teachers to integrate global issues and sustainable development concepts into high school U.S. history classes. The focus of the lessons is problem solving by examining development issues in U.S. history. The resource book contains two sections. Section 1 provides overview lessons on the following: (1) "Problem Solving: A Generic Model" (Jeffrey Brown); (2) "What is Sustainable Development? The Chair" (Jeffrey Brown); and (3) "How is Sustainable Development Like a Seed?" (William Luderer). Section 2, "Historical Lessons," provides these examples: (1) "Early Encounters Inevitable Conflict between English Settlers and Native Americans?" (Richard LoPinto; Nancy Wallace); (2) "Belief in Self-Sufficiency: Living off the Environment" (Thomas Crop; Jeffrey Brown); (3) "Choices for Development: Hamilton versus Jefferson" (Linda Murchio); (4) "The Hudson River and the Erie Canal" (Paula Gotsch); (5) "Slave Spirituals and the American Spirit" (Linda Murchio); (6)

respected, and valued it. (JB)

ED 389 673 SP 036 299

Elias, John L.
Philosophy of Education: Classical and Contemporary.
PUB DATE- 95
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Aesthetic Education; *Educational History; *Educational Philosophy; Elementary Secondary Education; Ethical Instruction; *Foundations of Education; Higher Education; Physical Education; Religious Education; Special Education; *Teacher Education; Vocational Education
IDENTIFIERS- Moral Education; Political Education

Philosophy of education has had difficulty finding its proper role in recent years. It has been seen as too removed from educational matters, irrelevant to teacher and administrator training, and fostering skepticism and radical ideas. However, philosophy is a way to make educational leaders and teachers more rational and critical in their thinking and acting about education. Philosophy's emphasis on clarity, purpose, criticism, and justification are tools with which educators can accomplish their work effectively by presenting visions of what educators and schools should be and detailing criticisms of current efforts to realize these visions. This publication begins with a brief history of the philosophy of education and a discussion of the teaching of philosophy of education. The following eight chapters address content areas of education. Each chapter is divided into two large sections, first covering the philosophy of education in a specific content area from a historical or classical perspective, and then from a contemporary perspective. The eight content areas included are: (1) intellectual education; (2) moral education; (3) aesthetic education; (4) religious education; (5) political education; (6) vocational education; (7) physical education; and (8) special education. (Contains 244 references.) (ND)

ED 389 674 SP 036 316

Wojtowicz, G. Greg; DesLauriers, Karen
Teaching about Hazard Identification and Injury Control: A Student-Based Project Focusing on Pedestrian Safety.
PUB DATE- Aug 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accident Prevention; *Data Collection; Higher Education; *Pedestrian Traffic; *Safety Education; School Safety; Secondary Education; Student Motivation; *Traffic Safety; Urban Universities; *Vehicular Traffic
IDENTIFIERS- *Hazards

Students learn to practice safe behavior most effectively when they are actively involved in the process of identifying and controlling hazards. This article focuses on a problem faced by many urban-based schools--pedestrian safety. Hazard identification projects can be used to train students to develop practical, effective hazard controls. The purpose of this hazard surveillance study was twofold: (1) to identify environmental proverbs from diverse groups. A model lesson plan is provided which outlines the lesson goals and objectives, lists materials required, and offers suggestions for introducing the lesson content, fostering discussion during the lesson, and proposing student activities and projects as well as follow-up activities. (Contains 14 references.) (ND)

ED 389 692 SP 036 336

Theel, Ronald K.
Handle with CARE: A Site-Based Character Development Project.
PUB DATE- 26 Oct 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; Discipline Problems; Elementary Education; Elementary Schools; Inservice Teacher Education; *Participative Decision Making; Program Development; Program Effectiveness; *Program Implementation; School Based Management; Student Behavior
IDENTIFIERS- *Character Development; Mediation; Syracuse City Schools NY

Van Duyn Elementary School (Syracuse, New York) implemented a site-based project to develop student character. The neighborhood is a racially mixed, stable, private home community with 58 percent of students eligible for free or reduced price lunches. The school's objectives as part of a shared decision making, pilot school process were to have staff, students, and parents trained in mediation through the "New Justice Conflict Resolution Program" and to review, develop, and implement "Discipline with Dignity" and "CARE" to improve students' respect for themselves and others. "CARE" stands for courtesy for all people; achievement in the learning environment; respect for property and self; and environment: keep it safe for everyone. The "New Justice" component included training in conflict prevention and intervention for teachers and students through inservice programs and workshops, respectively. "Discipline with Dignity" is a program specifically designed for school settings and is based on the basic tenet that discipline can be a win-win proposition for students. Program results were difficult to assess but suspensions in 1993 were 270, 277 in 1994, and 253 in 1995. However, when student discipline referral data was disaggregated according to type of offense, the declining trend became inconsistent. In addition, significant leadership instability (two new principals and three new assistant principals in 3 years) may have had an impact of the program's effectiveness. (JB)

ED 389 693 SP 036 337

Ehrenberg, Ronald G.; Brewer, Dominic J.
Did Teachers' Verbal Ability and Race Matter in the 1960s? "Coleman" Revisited. RAND Reprints.
PUB DATE- 95
NOTE- 27p.; Reprinted from "Economics of Education Review", Vol. 14, No.1, 1995, pp. 1-21.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Black Students; *Black Teachers; Data Analysis; Elementary School Students;

Wazke, John
Inter-Level Articulation: A New Paradigm for the Profession.
PUB DATE- Nov 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (28th, Atlanta, GA, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Curriculum Design; *Educational Objectives; Higher Education; *Interprofessional Relationship; *Language Enrollment; Secondary Education; Second Language Instruction; *Second Language Programs

A discussion of articulation in second language education between instructional levels looks at the current state of articulation, issues in the transition from secondary to higher education, and proposes a new approach that shifts the focus from product to process. Three forms of articulation are distinguished: vertical; horizontal; and multi-disciplinary. It is noted that most current articulation from secondary to college levels is vertical, and the horizontal aspect is underdeveloped, which may be associated with a high rate of attrition in language enrollments between these levels. It is suggested that articulation efforts focus on reconciling the fundamentally different goals and educational agendas at the two instructional levels, and that communication between professionals at both levels be improved. The proposed shift is from the traditional normative input/language replication paradigm to an authentic input/language creation paradigm that focuses on the learner and variables such as different language background knowledge, maturation levels, and motivations that affect curriculum design at different levels. A longer sequence of language study is an anticipated result of this approach. Contains 26 references. (MSE)

ED 389 225 FL 023 445

Wood, David John
Good Video Movies for Teaching English as a Foreign or Second Language.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); Cultural Context; Elementary Secondary Education; *English (Second Language); Evaluation Criteria; *Films; Foreign Countries; Instructional Materials; *Language Role; Language Usage; Learning Motivation; Listening Comprehension; *Media Selection; Second Language Instruction; Teacher Student Relationship; Videotape Recordings; Vocabulary

A discussion of the use of movies for teaching English as a Second Language looks at some basic principles in using movies as instructional materials and discusses a number of issues in selecting materials and developing classroom instruction. It is argued that film communication offers links between classrooms and society, contains a wide range of vocabulary, can help explore cultural context, may be integrated easily into the curriculum, are entertaining, allow flexibility of materials and teaching techniques, can be related to students' personal

Data were gathered and analyzed in fall 1994 on the use of residence hall facilities at all New York state operated colleges with residence halls, and these data were also analyzed for trends in comparison with data since 1985. Twenty-six institutions were surveyed. Findings included the following: (1) total utilization of residence hall facilities (headcount) was 58,054, a decline for the fourth consecutive year and the smallest headcount in the past 10 years; (2) net revenue producing adjusted design capacity also decreased from 1993; (3) the average number of students per resident assistant for the system as a whole remained relatively constant for the past 10 years; (4) percent utilization of net revenue producing adjusted design capacity was 95.8 percent, marginally lower than the previous year of 96 percent; (5) at the University Center at Binghamton, percent utilization surpassed 100 percent and rose to 100.7 percent from 98.7 percent in 1993; (6) percent utilization at colleges of technology and agriculture increased from 96 percent in Fall 1993 to 103.8 percent in 1994; (7) of the institutions surveyed, eight were over-utilized or crowded and one was exactly at capacity. Twelve tables present the data in detail. Appendixes contain a map of institutions and a chronology of their establishment. (JB)

ED 389 245 HE 028 764

Non-Credit Instructional Activities, July 1, 1994 through December 31, 1994 with Trend Information from 1983.
PUB DATE- Oct 95
NOTE- 527p.; For the 1993 report, see ED 375 742.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; Higher Education; *Intellectual Disciplines; *Noncredit Courses; *School Statistics; *State Colleges; State Surveys; State Universities; Tables (Data)
IDENTIFIERS- New York; *State University of New York

This report summarizes the response of the State University of New York (SUNY) constituent institutions to the biannual survey of non-credit instructional activities for the period: July 1, 1994 through December 31, 1994. It provides statistical data and tables that summarize overall registrations and non-credit instructional activities and reports trends in non-credit instructional activities and registrations from 1983 through 1994. The bulk of the report consists of a listing of each non-credit instructional activity by subject area, title, and campus. Each listing includes the course name, campus, number of sections, registrations, clientele, contact hours, activity type, and location. An appendix provides a map of the SUNY system and a chronology of dates of establishment of SUNY institutions. A list of other publications offered by the SUNY Central Staff Office of Institutional Research is attached. (JB)

ED 389 246 HE 028 765

Student Costs at Public Institutions: Academic Year 1994-95. A Regional Survey.
PUB DATE- Nov 94
NOTE- 40p.; For the 1993-94 academic year report, see ED 373 672.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Graduate Study; Higher

prototype version was judged favorably by most evaluators, but some specific suggestions for improvement were given that included use of an advance organizer, more explication, more examples, and improved clarity and legibility of the graphics. An appendix contains the survey instrument. (SLD)

ED 389 265 IR 017 467

Siantz, James E.; And Others
Distance Education Video Vignettes for Training: The Research Foundation.
PUB DATE- Oct 95
NOTE- 27p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Computer Literacy; Computer Uses in Education; *Distance Education; Educational Change; Educational Technology; Feedback; Higher Education; Instructional Effectiveness; Interaction; *Teaching Methods; Technological Advancement; *Training; *Videotape Recordings
IDENTIFIERS- *Vignettes

During the 1994-95 academic year, a research team at Indiana University expanded the faculty distance education training curriculum to include video vignettes that illustrate instructional techniques used in the regular classroom adapted for distance education settings. This paper summarizes the research literature supporting these efforts and the findings of the researchers. The theoretical basis for the paper is a model that views technological advancement as a series of substitution processes, with change occurring when the new technology is easily substituted for the old. The literature review and preliminary work resulted in informal guidelines for the production of training materials that suggest that a manual and live training can present the basics of technological "button pushing" and that vignettes should include examples of different perspectives and limitations of feedback, as well as examples of use of the document camera. Numerous examples of interaction between students and the instructor and classroom management issues should be given. (Contains 1 figure and 50 references.) (SLD)

ED 389 266 IR 017 468

Informatics for Secondary Education: A Curriculum for Schools.
PUB DATE- 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Computer Literacy; *Curriculum Design; *Curriculum Development; Foreign Countries; *Information Literacy; *Information Technology; International Organizations; Secondary Education; *Secondary School Curriculum; Skill Development
IDENTIFIERS- UNESCO

UNESCO (United Nations Educational, Scientific and Cultural Organization) aims to ensure that all countries, both developed and developing, have access to the best educational facilities necessary to prepare young people to play a full role in modern society. Understanding information technology (IT) and distance education; (3) funding and costs; (4) partnerships in education; (5) integrating the Internet and multimedia; (6) educational change; (7) equal access; and (8) student and teacher connections through teleconferencing and electronic mail. The proceedings are organized alphabetically by the author and include abstracts (for all) and full text (for some) of the papers. (AEF)

ED 389 285 IR 017 496

Donnan, Peter, Ed.
Occasional Papers in Open and Distance Learning, Number 18.
PUB DATE- Nov 95
NOTE- 60p.; For occasional paper number 17, see ED 385 222.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Course Evaluation; Courseware; *Distance Education; Foreign Countries; Higher Education; Hypermedia; *Instructional Design; *Instructional Material Evaluation; Learning Modules; Masters Programs; *Multimedia Instruction; Optical Data Disks; *Student Attitudes; Student Surveys; Trend Analysis; Visual Aids
IDENTIFIERS- *Charles Sturt University (Australia); Distance Education Centers; Iconicity; Modularization; Open Learning; World Wide Web

Six papers examine innovations and trends in distance learning, frequently drawing upon empirical research or informal observations on distance learning students at Charles Sturt University (Australia). "On-Line Study Packages for Distance Education: Some Considerations of Conceptual Parameters" (Dirk M. R. Spennemann) discusses issues in the design and use of interactive teaching packages on the World Wide Web. "A Hypermedia Teaching/Learning Resource for 'Grape and Wine Production'" (Peter Donnan and others) focuses on a hypermedia program used to teach a class in grape and wine production; it reflects on the program's development and evaluates the utility and possible advantages of CD-ROM over print materials. The remaining papers are largely survey results. "Study Duration of Post-Graduate Distance Education Degrees Offered by Australian Universities" (Dirk M. R. Spennemann and Lesley H. Montfort) studies the duration of the average graduate degree program for Australian distance learning students, in light of emerging debate about the benefits of compressing coursework into shorter, high-intensity programs; "Student Evaluation of 'Concepts of Biology'" (Helen Wood) describes a student survey evaluating a biology course; "The Implementation of Modularisation in Teritary Institutions in Australia" (Sue Davies and Terry Harden) examines the extent to which Australian tertiary institutions have modularized course materials; and "Icons in Teaching Materials--Distraction or Salvation?" (Helen Wood) presents survey results in which students overwhelmingly endorsed the use of icons as visual cues in course materials. (BEW)

ED 389 286 IR 017 499

Kirkland, C. Eric; And Others
The Effectiveness of Television Captioning on Comprehension and Preference.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

Library Service (APLS) for the fiscal year 1994. It begins with a letter from the director who gives an overview of the report. Technology activities included installation of a new phone system, purchase of a digitized fax microform reader-printer, new booking/cataloging system for the Audio-Visual department, and the formation of an automation committee. APLS began a major building renovation, rearranged the Blind and Physically Handicapped Division for better access, and completed the second phase in installing compact shelving in the warehouse. In the area of training, workshops were conducted on reference, interlibrary loan, copyright, censorship, and the Internet. Circulation and reference statistics are provided. "Al's Wacky Summer Vacation," the 1994 summer reading program, attracted 45,290 children. APLS funding was distributed as follows: 49% state aid to libraries; 30% state-agency operations; 14% federal grants; and 7% federal-agency operations. The names of libraries receiving state aid in 1994 are listed, including amount of aid. (MAS)

ED 389 306 IR 055 689

Alabama Public Library Service Library Directory and 1994 Statistical Report.
PUB DATE- 94
NOTE- 173p.; For the 1993 directory, see ED 375 845; for the 1994 annual report, see IR 055 688;
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132),Reports - General (140)
DESCRIPTORS- Annual Reports; Directories; *Income; Library Administration; Library Circulation; *Library Expenditures; Library Materials; Library Networks; *Library Services; Library Statistics; *Public Libraries; Reference Services; State Libraries; State Programs; Tables (Data)
IDENTIFIERS- *Alabama

This report includes directories of public libraries, single-county public library systems, multi-county public library systems, and multi-type library systems in Alabama. Cross references are included to provide access to the libraries by library name and librarians. Statistics on individual libraries for fiscal year 1994 provide data on outlets and staff; print and nonprint resources; income; income percentages; salaries and materials expenditures; other expenditures; circulation; and reference services and programs. Library rankings by size of staff, total volumes held, circulation, total income, and expenditures (total, local per capita, and total per capita) are also presented. (MAS)

ED 389 307 IR 055 690

The Alabama Long Range Program for Library Development, 1995-1999.
PUB DATE- Sep 94
NOTE- 36p.; For the 1994-1998 long range plan, see ED 375 843.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Administration; Library Cooperation; Library Facilities; Library Networks; *Library Planning; *Library Services; *Long Range Planning; Mission Statements; Needs Assessment; *Public Libraries; Shared Library Resources; State Libraries; Statewide Planning
IDENTIFIERS- *Alabama; Library Services and Construction Act

institutions from around the world in collaborative preservation and access ventures; (6) preservation science research; (7) scholarly advisory committees concerned with providing advice on specific agenda and institutional initiatives; and (8) communication to promote the preservation and access agenda. An appendix provides a listing of publications and reports, committees and task forces and board of directors and staff. Financial statements for 1995 containing comparative totals for 1994, and an independent auditors' report are also included. (AEF)

ED 389 326   IR 055 714

Brown, Gerald R.; Halliday, Joseph J.
Feasibility Study on the Development of Teachers Resource Centres: Consultants Report. Organization of Eastern Caribbean States Education Reform Strategy Project 5.
PUB DATE- Jul 95
NOTE- 145p.; Funding for this project was provided in part by the Organization for Cooperation in Overseas Development.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Equipment; *Educational Facilities Planning; *Educational Resources; Elementary Secondary Education; Foreign Countries; Needs Assessment; *Resource Centers; Shared Resources and Services; Strategic Planning; *Teachers
IDENTIFIERS- *Caribbean

This report is based on the Organization of Eastern Caribbean States (OECS) Educational Reform Strategy Project No. 5 which found that a Teachers Resource Center (TRC) can be a vehicle to provide essential equipment and materials to schools organized in clusters and to serve as meeting places for officials, principles, and teachers. Approximately 80 educators at various levels from classroom to senior administration were interviewed. Visitations to suggested sites were made and documents were collected and analyzed as provided by the respondents. To develop the educational framework, four basic service areas for a TRC were identified as: professional development, instructional and curriculum development, teachers' resources, and technical support services. Based on the collective information from respondents, site observation, review of the literature, and personal experience, the following are provided: suggested strategies for organizing TRCs; ways that the vision can be translated into action; and implications for each of the following Territories: Antigua and Barbuda, British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia, and St. Vincent and the Grenadines. The 14 recommendations presented are designed to assist decision makers in moving to the next stage according to their local educational needs and priorities, funding availability, access to facilities, and trained staffing. Appendices provide a list of interviewees by Territory, the OECS Teacher Resource Centers study questionnaire, comparative demographic data, comparative data on schools without equipment or facilities, journals recommended by interviewees, and a sample BVI TRC floor plan. (Contains 46 references.) (AEF)

ED 389 327   IR 055 715

Dosa, Marta L., Ed.; Froehlich, Thomas J., Ed.
Prevision des besoins en main-d'oeuvre du secteur de

physically accessible to disabled children. A majority of the responding librarians have attended a seminar or workshop related to library service for people with disabilities. To improve library programming for children with disabilities there is a need for: increased special funding, increased efforts to identify and contact children with special needs, and more specific and practical education and training for youth services librarians. Eleven tables present information on programs, accessibility of facilities and library types and size. The library survey is included in the appendix. (Contains 31 references.) (Author)

ED 389 345 JC 950 064

Highline Community College Outcomes: Student Abilities across the Curriculum and within Departments.
PUB DATE- May 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; Community Colleges; *Departments; Interpersonal Competence; *Library Skills; *Minimum Competencies; *Outcomes of Education; School Effectiveness; *Student Development; Student Improvement; *Student Personnel Services; Student Responsibility; Two Year Colleges
IDENTIFIERS- *Highline Community College WA

Compiled in 1994 by participating departments and the Student Outcomes Assessment Committee at Washington's Highline Community College, this booklet lists and explains expected student outcomes and abilities across the curriculum and within departments. The first section describes college-wide student outcomes in the following nine areas: thinking actively, taking responsibility, learning independently, working and learning cooperatively, communicating effectively, appreciating diversity, applying specific knowledge and skills, using technology, and solving problems. This section also lists student outcomes related to library instruction, indicating that students will be able to identify information needs, construct information search strategies, identify appropriate information sources, carry out the information search strategy, analyze information critically, and apply information to the original situation. The section then lists expected outcomes from participation in college student services, including human relations skills; knowledge of systems, diversity, and interdependence; critical thinking; and self-appraisal and self-esteem. The second section describes specific student outcomes for the following departments: accounting; air transportation; developmental studies and reading; economics and political science; engineering; foreign languages; general business; humanities and literature; journalism; life, earth, and general science; mathematics; medical assistance; nursing; office occupations; parent education; philosophy; printing; psychology; speech; and writing. (TGI)

ED 389 346 JC 950 524

Peterson, Anne; And Others
Measuring the General Education Outcomes: Practical Strategies.
PUB DATE- Sep 94
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

outreach centers. This report describes issues covered by the LEAD team and provides recommendations developed by the team. Following a brief introduction which includes the team's vision statement, issues explored by the team are reviewed in the areas of student assessment, developmental curriculum, advising system, recruitment, and student services. Then, team recommendations for dealing with these issues are presented, specifically focusing on the following: (1) academic placement, focusing on the facilitation of student success rates in English, math and, ultimately, all other courses; (2) student evaluation through comprehensive academic skills assessment, computerized pre-enrollment assessment, and an improved advising process; (3) facilitating communication to improve the advising system; (4) improving the enrollment process through specific enrollment periods, publicity strategies, and increased advisor participation; (5) the development of enrichment courses, programs to prepare re-entering or deficient students, a grading system that facilitates student self-esteem, and referral services for students exhibiting a potential for academic problems; and (6) student services, focusing on child care, job placement assistance, internship coordination, personal counseling/referral system, and handicap services. Appendixes provide a questionnaire and responses from a survey conducted of CCCC developmental educators, information on fall 1991-93 student characteristics, and a LEAD team process flow chart. (TGI)

ED 389 363 JC 960 008

WTCS Facts, January 1996.
PUB DATE- Jan 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Finance; *Enrollment; *Enrollment Trends; Full Time Students; *Institutional Characteristics; Minority Groups; *Program Costs; *School Personnel; State Aid; Student Characteristics; Tuition; Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin Technical College System

This report provides longitudinal data on enrollments, finances, programs, and staff for the 16 campuses of the Wisconsin Technical College System, covering the period from 1985 to 1995. The following tables are provided: (1) systemwide headcount enrollment by the aid categories of college parallel, postsecondary (i.e., associate degrees and vocational certificates), continuing education, and community services, 1985-95, and by college, 1994-95; (2) systemwide full-time equivalent (FTE) student enrollment by aid category, 1985-95, and by college, 1994-95; (3) systemwide target population enrollments for females, American Indians, Asians, African Americans, Hispanics, Whites, disabled students, academically and economically disadvantaged students, 1985-95, and by college, 1994-95; (4) systemwide graduate enrollments by aid category, 1985-95, and by college, 1994-95; (5) systemwide graduate employment status, 1984-94, and by college, 1993-94; (6) 1985-95 operational costs by aid category and by college, 1994-95; (7) systemwide revenue sources, 1985-95, and by college, 1994-95; (8) systemwide general state aid, 1985-95, and by college, 1994-95; (9) mill rates, tax levies, and property values, 1986-96, and by college, 1995-96; (10) 1986-96 program fees and out-of-state tuition; (11) 1990-95 customized decades from the turn of the century to the 1940s, reviewing the first junior colleges' relationship to senior institutions and high schools; (2) the 1950s and 1960s, highlighting the formation of national projects to improve articulation and increasing attention by state governments to transfer; (3) the 1970s, describing key works on trends and policies published in the decade; (4) the 1980s, reviewing issues related to access for disadvantaged populations, remediation, vocational-technical education, proprietary schools, and computerized information systems; and (5) the beginning of the 1990s, reviewing efforts to define a standard model for determining transfer rates. Finally, a summary is provided of the major changes evident in the historical analysis and trends for the future. Contains 105 references. (TGI)

ED 389 381 JC 960 029

Marashio Paul, Ed.; And Others
Pedagogy Journal, 1994.
PUB DATE- 94
NOTE- 107p.; Published annually. For Volume 2, see JC 960 030.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; *Classroom Techniques; Curriculum Design; Educational Technology; *Instructional Innovation; Nursing Education; Teacher Expectations of Students; *Teacher Influence; Teacher Student Relationship; *Teaching Methods; Technical Institutes; Two Year Colleges; Two Year College Students

This annual serial volume contains 20 articles offering practical pedagogical ideas from faculty at New Hampshire technical colleges. Section I, "Knowing a Thing," includes "A Rider Teaches Writing: Thoroughbreds and Freshmen," by Barbara Dimmick; "Some Thoughts on How To Incorporate Multimedia in Your Course," by Joyce Schneider; "Community Service--From Critical Thinking to Critical Growth," by Denise J. St. Cyr; "International Exchange of a Nursing Student," by Nancy Demers and Jeannie LeMoine; and "Respect," by Norma L. Forbrich, discussing the ways in which speech patterns convey levels of respect. Section II, "Teaching," features "Transitions," by Susan M. Perry, examining a program in interactive classroom techniques; "Using Control Theory To Change the Behaviors Associated with Performance Anxiety," by Jo Ann Clifford; "Do I Need This? Implications of Competency-Based Education for Learner and Educator Roles," by Neal Steiger; "Instructor Development: The Shift to the Adult Education Paradigm," by Norma L. Forbrich; "Poster Presentations for Senior Nursing Students," by John D. Colbath; "Raising Standards and Increasing Confidence: A Cooperative Approach to Teaching Writing," by Marion Schafer and Milt Camille; "Mastery Testing," by Denise S. St. Cyr; "Practice Learning: Teaching Students To Learn in the Workplace," by Walter Ryan; "Learning for Life," by Sandy Cole; and "Students as Text," by Nancy Marashio. Section III, "A Certain Art," includes "What Transformations Has Taught Us," by William V. Wheeler, describing an innovative course; "'Will This Be on the Test?': A Few Nuts and Bolts for Applying Critical Thinking During the First Week of Class," by Gene Rice; "Science is a Verb," by Tom Gorka; "Hyper Learning in the Electronic Classroom," by Doyle V. Davis; and "Designing Questions To Help Students Peel Back the Layers of a Text," by Paul Marashio. (MAB) ordered, monthly amount collected, timely payments, and unmarried fathers determined. A table of child support in September 1992, by county, lists each county's cases and rank by the five measures, and includes related information. (AP)

ED 389 399 PS 023 658

The Primary Program: Report from the Task Force on Improving Kentucky Schools.
PUB DATE- Sep 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Boards of Education; Educational Improvement; *Educational Legislation; *Educational Policy; Flexible Scheduling; Grouping (Instructional Purposes); Kindergarten; Mathematics Instruction; Measures (Individuals); Mixed Age Grouping; Portfolio Assessment; *Primary Education; School Administration; School Policy; Scoring; Student Evaluation; Student Improvement; Teacher Education
IDENTIFIERS- *Kentucky

Because the primary years are the point where specific changes are required in teaching practice and school organization, a task force examined Kentucky's primary program through school visits, interviews, expert testimony, and research. The last three years have shown marked improvement in student performance in the basics (reading, writing, and mathematics). There is a challenge to teach both these basic skills and higher subject matter content. The task force's recommendation is that the General Assembly retain the primary program, with the flexibility for school implementation adopted in 1994, and encourage schools, districts, local boards, and school councils to focus on implementing the program fully and well. To improve Kentucky's primary schools, it is more important to confront implementation problems than to change Kentucky statute. Recommendations for implementation include: (1) increasing efforts to improve leadership skills of principals and administrators; (2) concentrating on actual classroom practice, including training in the use of Kentucky Early Learning Profile (KELP); (3) distributing good, usable materials to teachers; (4) disseminating primary configuration maps to school councils, teachers, and administrators; (5) stressing professional development in the use of technology; (6) facilitating communication between parents and schools; (7) clarifying requirements for multi-age grouping; (8) increasing training of elementary school teachers in score writing and mathematics portfolios; (9) disseminating information to teachers about flexibility for grouping kindergarten students; and (10) insuring that basics, as well as subject matter and skills beyond the basics, are taught well. (Contains 22 references.) (BGC)

ED 389 400 PS 023 660

Captive Kids: A Report on Commercial Pressures on Kids at School.
PUB DATE- 95
NOTE- 73p.; Prepared for "Zillions: For Kids." Charts contain small print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advertising; Business; Business Responsibility;

specifically with the biology and the ecology of parenting. The volume consists of 12 chapters as follows: (1) "Hormonal Basis of Parenting in Mammals" (Jay S. Rosenblatt); (2) "Parenting in Primates" (Kim A. Bard); (3) "Psychobiology of Maternal Behavior in Nonhuman Mammals" (Alison S. Fleming and Carl M. Corter); (4) "Psychobiology of Maternal Behavior in Human Beings" (Carl M. Corter and Alison S. Fleming); (5) "Intuitive Parenting" (Hanus Papousek and Mechthild Papousek); (6) "Maternal and Dual-Earner Employment Status and Parenting" (Adele Eskeles Gottfried and others); (7) Socioeconomic Status and Parenting" (Erika Hoff-Ginsberg and Twila Tardif); (8) "Ethnic and Minority Parenting" (Cynthia T. Garcia Coll and others); (9) "Culture and Parenting' (Sara Harkness and Charles Super); (10) "Environment and Parenting" (Robert H. Bradley); (11) "History of Parenting" (Valerie French); and (12) "Developmental Contextual Perspective on Parenting" (Richard M. Lerner and others). Articles are accompanied by references. (JW)

ED 389 418 PS 023 732

Bornstein, Marc H., Ed.
Handbook of Parenting. Volume 3: Status and Social Conditions of Parenting.
PUB DATE- 95
NOTE- 600p.; For other volumes in this series, see PS 023 730-733.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Beliefs; Caregiver Child Relationship; Caregiver Role; *Child Rearing; Early Parenthood; Grandparents; One Parent Family; Parent Aspiration; Parent Attitudes; *Parent Child Relationship; Parent Education; *Parent Influence; *Parenting Skills; Parent Role; Parents; Policy Formation; Public Policy; Stepfamily
IDENTIFIERS- Homosexual Parents

Highlighting the specific as well as common characteristics of different types of parents, this volume, the third of four volumes on parenting specifically deals with parental status and the social conditions of parenting. The volume consists of 17 chapters as follows: (1) "Mothering" (Kathryn E. Barnard and Louise K. Martell); (2) "Fathers and Families" (Ross D. Parke); (3) "Single Parenthood" (Marsha Weinraub and Marcy B. Gringlas); (4) "Grandparenthood" (Peter K. Smith); (5) "Adolescent Parenthood" (Jeanne Brooks-Gunn and P. Lindsay Chase-Lansdale); (6) "Nonparental Caregiving" (K. Allison Clarke-Stewart and others); (7) "Sibling Caregiving" (Patricia Zukow-Goldring); (8) "Parenting Adopted Children" (David M. Brodzinsky and others); (9) "Parenting in Divorced and Remarried Families" (E. Mavis Hetherington and Margaret M. Stanley-Hagan); (10) "Lesbian and Gay Parenthood" (Charlotte J. Patterson); (11) "Determinants of the Transition to Parenting" (Christoph M. Heinicke); (12) "Parents' Knowledge and Expectations" (Jacqueline Goodnow); (13) "Parental Beliefs" (Ann V. McGullicuddy-DeLisi and Irving E. Siegel); (14) "Parental Attitudes toward Childrearing" (George W. Holden); (15) "Parenting and Social Networks" (Moncrieff Cochran and Starr Niego); (16) "Parenting and Public Policy" (James Garbarino and Kathleen Kostelny); and (17) "Parenting and the Law" (Pauline M. Pagliocca and others). Articles include references. (JW)

Early Years--Research. Papers from New Zealand Council for Educational Research Seminars on Early Childhood (December 13, 1993 and April 27, 1995).
PUB DATE- 95
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Case Studies; *Day Care; *Early Childhood Education; Educational Attitudes; Educational Policy; *Educational Research; Employment Patterns; Foreign Countries; Longitudinal Studies; Play; Preschool Children; Preschool Curriculum; Preschool Education; Student Attitudes; *Teacher Education
IDENTIFIERS- New Zealand; Schema Theory; Sweden

This report contains six papers presented at 1993 and 1995 seminars conducted by the New Zealand Council for Educational Research. It also includes the schedules of the two seminars and a summary of a general discussion on future directions in research in early childhood education and care conducted at the 1995 seminar. They include: (1) "Working with Children before They Start School: Some Findings from Swedish Early Childhood Centres" (Ingrid Pramling); (2) "Creating Learners Who Want To Know: An Action Research Project Following a College-Based Teaching Experience" (Anne Meade and Lynne Bruce); (3) "Meeting Their Needs: Educational/Training Implications of a Collaborative Study of Playcentre Children Aged Under 2 1/2 Years" (Valerie Podmore and Liz Depree); (4) "Fitting, Not Flitting: Schema Development Seen in Some Children in the Competent Children Project" (Anne Meade); (5) "Early Childhood Teacher Education: Findings from a Longitudinal Study" (Margery Renwick and Sally Boyd); and (6) "Families, Work, and Early Childhood Education: Experiencing Change and Diversity" (Valerie N. Podmore). Each paper contains a reference list. (MDM)

ED 389 439 PS 023 800

Welfare to Work: Child Care Assistance Limited; Welfare Reform May Expand Needs. United States General Accounting Office Report to Congressional Requesters.
PUB DATE- Sep 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- *County Programs; *Day Care; Early Childhood Education; Federal Programs; Federal Regulation; Financial Support; *Government Role; Grants; *Job Training; State Programs; Transitional Programs; *Welfare Recipients
IDENTIFIERS- Barriers to Participation; *Child Care Needs; *Job Opportunities and Basic Skills Program; Welfare Reform; Welfare to Work Programs

In response to congressional approaches to welfare reform, this report describes a study of the extent to which child care needs of welfare recipients in the Job Opportunities and Basic Skills (JOBS) program are currently being met, whether any barriers exist to meeting the child care needs of JOBS participants, the effects of child care subsidies on former welfare recipients' move toward self-sufficiency, and the potential implications of welfare reform for child care availability and continuity. The study is based on a nationally representative telephone survey of 611 local JOBS programs, as

Needs Students; Teacher Role; Teamwork
IDENTIFIERS- *School Team Approach; *Toronto Board of Education ON

This follow-up study examined the goals, roles, and functions of the Toronto Board of Education's local school teams (LSTs), which are designed to support teachers in providing appropriate interventions for students in need of assistance in regular and special education settings. The 1990 and 1995 study used similar questionnaires and methodologies, with the addition of a section on LST recommendations on the 1995 questionnaire. The follow-up study surveyed 341 individuals who were members of LSTs at 44 elementary and 11 secondary schools. The study found that the number of individual students referred to LSTs increased from a mean of 66 per school year in 1990 to a mean of 72 per school year in 1995. Consultation with parents was viewed as a highly important recommendation by both elementary and secondary LST members. (Three appendices provide discussion guidelines for planning an effective model, discussion guidelines for evaluating team effectiveness, and a copy of the questionnaire. Contains 21 references.) (MDM)

ED 389 459 PS 023 840

Family Child Care Licensing Study, 1995: National Child Care Advocacy Project.
PUB DATE- 95
NOTE- 203p.; For the 1994 study, see ED 375 947.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- After School Programs; *Certification; Child Health; Compliance (Legal); Disabilities; Discipline Policy; Early Childhood Education; Educational Policy; *Family Day Care; Inspection; National Surveys; Nutrition; Safety; Sick Child Care; *State Agencies; State Legislation; *State Regulation; State Standards; Teacher Education; Zoning

This report presents the results of a nationwide survey of state agencies charged with regulating or licensing family child care. An introduction contains information on survey methodology, a summary of regulatory requirements for family child care homes and group (large) child care homes, and a survey question and answer summary. The body of the report includes individual 3- to 4-page entries for all 50 states and the District of Columbia. Each entry contains the name of the individual and agency providing the data and information on the number of family child care homes in the state, provider regulations and licensing, inspection procedures, tracking of license denials, complaint procedures, provider qualifications, provider training and orientation, discipline policy, emergency medical consent policies, immunization policies, fire code policies, nutrition policies, smoking policies, before and after school program policies, infant care policies, programs for children with disabilities, sick child care programs, zoning regulations, available resources, local agency contacts, and new or pending legislation. A list of state regulatory offices is included. (MDM)

ED 389 460 PS 023 842

Benner, Phylis M., Comp.; Hollestelle, Kay, Comp.
How To Start a Child Care Center.
PUB DATE- Aug 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

community beliefs and meanings. Modern technology has resulted in the closure of rural schools, churches, businesses, and post offices. Additionally, daily travel between large and small communities has closed the gap between rural and urban life and changed rural demography. For example, rural teachers are now less likely to live in the community; to know much of the child's home life; or to meet socially with the children, their parents, or other individuals active in the community. Another impact of rural change is the centralization of local institutions and loss of local control. In rural Ontario, schools are managed by a cluster of highly trained and highly paid officials with whom parents, teachers, and principals have limited influence. In essence, urbanization has resulted in the adoption of urban values and beliefs at the expense of traditional rural values that emphasize the importance of community life. A form of social action is proposed that uses "community sounding" as a way to stimulate rural community rejuvenation. This effort solicits community participation and stresses local history to reestablish an awareness of rural values. Rural people must strive to develop a new definition of rural by freeing themselves from labels and stereotypes that are impressed on them by urban opinion makers. (LP)

ED 389 479 RC 020 302

Van Matre, Steve
Acclimatization: A Sensory and Conceptual Approach to Ecological Involvement.
PUB DATE- 89
NOTE- 127p.; Reprint.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Camping; Ecology; *Environmental Education; Experiential Learning; *Learning Activities; Learning Strategies; Lesson Plans; *Outdoor Education; Program Implementation; *Resident Camp Programs; Science Education; *Sensory Experience
IDENTIFIERS- Environmental Awareness; *Environmental Ethic; *Nature Study

This book describes acclimatization, an approach to nature education that actively involves participants in the environment during a 1-week summer camping experience. The goal is to stimulate awareness of nature, increase appreciation of nature, and motivate further involvement with nature. An outcome of this process is that participants acknowledge the impact that man has had on the environment and realize their role in caring for nature. A brief introduction discusses trends in nature education and the development of acclimatization. Most of the book covers lesson plans for 6 days. Each day is devoted to a different ecological community, including a freshwater marsh, a forest, a lakeshore, a bog, a trail, and one cubic foot of soil. In addition, specific concepts are emphasized each day, such as soil and land formation, plant succession, habitat, elements of life, adaptation, territory, and food chains. Following each lesson plan is a narrative of the author's experience using this approach with participants at Towering Pines, a boys' camp in Wisconsin. Other sections discuss: (1) additional programs that can be integrated with the camping experience (a camp zoo, the use of trail systems, a sample geology mini-unit, environmental study stations, quadrant task-force groups, and expeditions to literacy skills developed by those activities. "Blessed with Bilingual Brains: Is It a Fact or a False Belief?" (Frank Gonzalez) discusses language acquisition by children in bilingual environments, implications for bilingual education, and the advantages of bilingualism. "Commentary: The State of Bilingual Education and the Need To Speak Out" (Maria "Cuca" Robledo Montecel) calls for bilingual teachers to be advocates of bilingual education and the rights of children to excellent education. "Why Bilingual Education Is Important to Me" features three essays by bilingual elementary school children. "The Parent Connection in Language Acquisition" (Ninta Adame-Reyna) explains how parent involvement in native-language literacy development at home can help students develop second-language (English) literacy in school, and provides tips to enhance such parental involvement. This issue also contains a book review by Pam McCollum of "Instructional Assessment: An Integrative Approach to Evaluating Student Performance" (Sandra H. Fradd, Patria L. McGee, Diane K. Wilen) and a list of additional readings on language acquisition and development. (SV)

ED 389 496 RC 020 356

Lifelong Learning. IDRA Focus.
PUB DATE- Sep 95
NOTE- 21p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Critical Thinking; Democracy; Family Programs; *Functional Literacy; Illiteracy; Lifelong Learning; *Literacy Education; Outreach Programs; Parent Student Relationship; Student Evaluation; Telecommunications
IDENTIFIERS- Critical Literacy; *Family Literacy

This theme issue focuses on the need for adult literacy programs, as well as recent innovations in literacy education. "Adult Literacy and Leadership: Current Innovations" (Aurelio M. Montemayor) describes an adult literacy outreach program in Texas, and discusses the importance of family literacy for parents' involvement in their children's education and for advocacy efforts. "Literacy Is Vital to Democracy" (Mikki Symonds) argues that a functional democracy depends upon the participation of all citizens, which in turn requires education that fosters critical literacy, as well as bilingual education for language-minority students. "Exploring New Directions in Adult Literacy Assessment" (Pam McCollum) recommends a reconceptualization of adult literacy assessment to make it more responsive to student needs and goals. "Implementing Family Literacy" (Ninta Adame-Reyna) describes four types of family literacy programs and offers suggestions for program design and implementation. "Project SALNET: Helping Adult Learners and Their Instructors into the Twenty-first Century" (Laura Chris Green) describes the San Antonio Adult Literacy Network, which incorporates a local electronic bulletin board system into a three-phase program focusing on the writing process, word processing, and reaching an audience through telecommunications. "What IDRA's Project SALNET Has Meant for Our Students" features comments from project instructors. This issue also contains a statement of immigrant students' rights to attend public schools and a list of additional readings on lifelong learning. (SV) switches; (4) AND, OR, NOT, NAND, and NOR gate circuits; (5) photoresistors; and (6) mechanical switching. (MVL)

ED 389 513 SE 056 777

St. Andre, Ralph E.
Simple Machines Made Simple.
PUB DATE- 93
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Cooperative Learning; Elementary Education; *Hands on Science; *Mechanics (Physics); Physics; *Science Activities; Science Education; Science Process Skills
IDENTIFIERS- *Simple Machines

Simple machines have become a lost point of study in elementary schools as teachers continue to have more material to cover. This manual provides hands-on, cooperative learning activities for grades three through eight concerning the six simple machines: wheel and axle, inclined plane, screw, pulley, wedge, and lever. Most activities can be performed using low cost, everyday classroom supplies such as masking tape, rulers, rubber bands, and paper clips. Chapter topics include: (1) making equipment at little or no cost, (2) levers, (3) pulleys and wheels and axles, (4) inclined planes, screws, and wedges, (5) friction, (6) mechanical advantage, (7) bulletin board and learning center ideas, (8) a hands-on final test, and (9) a glossary. (MVL)

ED 389 514 SE 056 779

Rennie, Leonie J., Ed.
Proceedings of the Annual Conference of the Western Australian Science Education Association (19th, Perth, Western Australia, Australia, November 18, 1994).
PUB DATE- 18 Nov 94
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cognitive Development; *Constructivism (Learning); Foreign Countries; Higher Education; *Misconceptions; *Science Education; *Scientific Literacy
IDENTIFIERS- *Australia

The Western Australian Science Education Association is an informal group which meets annually for a conference. This document contains the proceedings of the 1994 conference. Papers included were: (1) "Relationship Between Cognitive Style and Students' Proportional Reasoning Ability" (Ayo Akatugba); (2) "Alternative Modes of Instruction in Organic Chemistry" (George Bodner, Richard Bauer, Kirsten Lowrey & Marc Loudon); (3) "Improving Students' Imagery in Chemistry" (R. Bucat, R. Tasker, R. Sleet & W. Chia); (4) "Teaching and Assessing Tasks within the 'Design, Make, Appraise' (DMA) Strand of Technology in the Primary School" (Judith Cousins); (5) "Visualisation of Chemical Reactions Using a Multimedia Instructional Approach" (Patrick Garnett, Mark Hackling, & Ron Oliver); (6) "Profiles of Achievement in Science in Western Australian Government Schools: The Monitoring Standards in Education 1994 Report" (Ruth Hickey & Kevin Brady); (7) "A Constructivist Approach to Scientific Literacy for Technology Studies Students" (Monica Leggett & Tony Fetherston); (8) "Teaching for Understanding" curriculum reform, epistemology, functions and graphs, geometric thinking, language and mathematics, probability and statistics, problem solving, rational number concepts, research methods, social and cultural factors, student beliefs and attitudes, teacher beliefs and attitudes, teacher change, teacher conceptions of mathematics, teacher education, teacher understanding of student understanding, technology, visualization, and whole numbers. An alphabetical list of addresses of authors is included in the appendix in Volume 2 with page numbers of their report or synopsis. For the first time the electronic mail address is included in this address list. (MKR)

ED 389 535 SE 057 178

Cobb, Paul; Yackel, Erna
Constructivist, Emergent, and Sociocultural Perspectives in the Context of Developmental Research.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 29p.; Plenary paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Elementary Secondary Education; *Learning Theories; *Mathematics Instruction; Models; *Sociocultural Patterns; *Socioeconomic Influences

The overall intent is to clarify relationships between psychological constructivist, sociocultural, and emergent perspectives by grounding them in attempts to understand what might be happening in a variety of teaching and learning situations. The first part of the paper outlines an interpretive framework developed in the course of a classroom-based research project. At the level of classroom processes, the framework involves an emergent approach in which psychological constructivist analyses of individual activity are coordinated with interactionist analyses of classroom interactions and discourse. At the level of school and societal processes, the perspective taken is broadly sociocultural and focuses on the influence of individuals' participation in culturally-organized practices. In the second part of the paper, the framework is taken as background against which to compare and contrast the three theoretical perspectives. The emergent approach augments the psychological constructivist perspective by making it possible to locate analyses of individual students' constructive activities in social context. In addition, the purposes for which emergent and sociocultural perspectives might be appropriate are considered and observed to span the individual students' activities, the classroom community, and broader communities of practice. Contains 75 references. (Author/MKR)

ED 389 536 SE 057 179

Damarin, Suzanne K.
Fairness in Dealing: Diversity, Psychology, and Mathematics Education.
PUB DATE- Oct 95

children had constructed the logic of unit iteration but that most of them could not use a ruler correctly. The posttest revealed that, although there was progress, the problems found in the pretest persisted among a third to a fourth of the children. These problems were all related to the initial unit of measurement. (Author)

ED 389 559 SE 057 202

Brosnan, Patricia A.; Ralley, Thomas G.
Impact of Calculus Reform in a Liberal Arts Calculus Course.
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculus; *College Faculty; *Educational Change; Higher Education; *Mathematics Instruction; *Mathematics Teachers; Textbooks
IDENTIFIERS- Harvard Consortium Calculus; *Reform Efforts; *Teacher Change

This report describes the changes in a freshman-level calculus course that occurred as a consequence of adopting the Harvard Consortium Calculus text. The perspective is that of the lecturer. The course is intended as an introduction to calculus for liberal arts students, that is, students who will not be expected to use calculus as a mathematical tool in their area of major study. The perceptions of the instructor about global changes that occurred in the course include that learning was different, the material was appropriate to students' needs and level of sophistication, students came away with different attitudes about mathematics, the use of the graphing calculator opened up new ways of understanding and representing mathematics, the use of cooperative groups is an important technique in promoting student involvement in learning, and the increased use of writing was critical to students' learning conceptually rather than mechanically. (MKR)

ED 389 560 SE 057 203

McLeod, Douglas B.; And Others
International Influences on the NCTM Standards: A Case Study of Educational Change.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Change; *Educational History; Elementary Secondary Education; Foreign Countries; *Mathematics Education
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; *Reform Efforts

The NCTM Standards have multiple origins. In part they developed out of concerns from NCTM committee members about textbook

PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Division; Elementary Education; Grade 3; Grade 4; Grade 5; Longitudinal Studies; Mathematics Instruction; *Multiplication; *Ratios (Mathematics)
IDENTIFIERS- *Representations (Mathematics)

This paper is a report on the results of a 3-year teaching experiment conducted in Ithaca, New York, introducing students to the concepts of multiplication, division, and ratio as a trio, and to ratio and proportion in a project-based curriculum with heterogeneous grouping. Fractions were introduced as a subset of ratio and proportion. The paper outlines curricular changes in grades 3-5 and focuses on the major representational forms used by the students including: Venn diagrams, daisy chains, contingency tables, tables of values, dot drawings, two-dimensional graphs, and ratio boxes. Also discussed is the role these tools play in the development of students' understandings of the multiplicative world. Results show that these 10- and 11-year-olds exceeded the comparative performance of 14- and 15-year-olds on ratio and proportion test items. Contains 14 references. (Author/MKR)

ED 389 584 SE 057 228

Walen, Sharon B.; Williams, Steven R.
Heidegger and Hall Duty: Using Vignettes of Teacher's Daily Practice To Triangulate Observational Data.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Data Collection; *Mathematics Instruction; *Mathematics Teachers; *Research Methodology; Secondary Education; Secondary School Mathematics
IDENTIFIERS- *Reform Efforts; *Vignettes

Little is known about teachers' reflections on current reform efforts in real classrooms (Cuban, 1993). This study describes methodology and data on teachers' efforts to implement a 4-year secondary mathematics reform curriculum at a statewide level. The methodology uses vignettes in an attempt to retain the best part of careful observational case-study techniques while bowing to practical pressures of dealing with hundreds of teachers in as many sites. As such, it allows the authors to triangulate observational data, to affirm working hypotheses based on that data, and to provide teachers with a rich opportunity for reflection on classroom practices. (Author)

ED 389 585 SE 057 229

Morris, Anne; Sloutsky, Vladimir
Development of Algebraic Reasoning in Children and Adolescents: A Cross-Cultural and Cross-Curricular Perspective.

mathematics education reform. Contains 17 references. (Author)

ED 389 608 SE 057 252

Arvold, Bridget; Albright, Maureen
Tensions and Struggles: Prospective Secondary Mathematics Teachers Confronting the Unfamiliar.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177. Research also supported by Georgia Research Alliance.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Educational Change; Higher Education; Mathematics Education; *Mathematics Teachers; Preservice Teacher Education; Secondary Education; *Secondary School Mathematics; *Teacher Attitudes
IDENTIFIERS- *Preservice Teachers; Teacher Candidates

Being open to new ideas is instrumental for the professional development of teachers. Using numerous case studies of prospective teachers' beliefs as a backdrop, this study investigated the tensions and struggles four prospective teachers encountered as they confronted the unfamiliar. Both the formation of their belief systems and the interactions of their beliefs with the unfamiliar were interpreted as participants engaged in a discussion-, reflection-, and activity-rich proactive teacher education environment. Through the tensions and struggles associated with multiple interpretations of mathematics and issues related to multiculturalism, insights were gained into the complexities of becoming a teacher during this time of mathematics education reform. (Author/MKR)

ED 389 609 SE 057 253

Ebert, Christine L.
Coming to Terms with Conceptual Knowledge: One Teacher's Journal.
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; College Students; *Elementary School Mathematics; Higher Education; *Mathematics Achievement; Mathematics Education; *Metacognition; Preservice Teacher Education
IDENTIFIERS- Preservice Teachers

This study describes the emerging mathematical understanding of one student enrolled in an elementary mathematics content course. Through the medium of her journal entries, a portrait of Elena's struggle to overcome her difficulty with mathematics and construct conceptual knowledge emerges. Though these struggles are not unique, Elena's story is both poignant and extraordinarily compelling. She gives voice to the child within struggling to make sense of this "mysterious information fossil fuels to some other energy source is not the first we have faced, and it will not be the last; (2) shifting to new energy sources will take time, involve key policy decisions, and will require massive capital reallocations; and (3) beware of the one, simple solution. By building on these three guiding principles, energy education will increase the awareness of students on this vital topic. (Contains 23 references.) (EH)

ED 389 632   SO 023 992

Marker, Gerald W.
The Diffusion and Adoption of STS in the Social Studies: Some Observations.
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (73rd, Nashville, TN, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Controversial Issues (Course Content); Current Events; Elementary Secondary Education; Futures (of Society); Moral Issues; *Science and Society; *Social Change; Social Problems; Social Studies; *Technological Advancement; Technology; *Values

This paper examines the rapid changes in technology that enables cloning of human embryos and explores the issues related to teaching students about the use of such technologies. STS adoption has made only minimal impact on mainline social studies curriculum, although the topic has been included in discussion for decades. The paper outlines five possible barriers to more rapid adoption of STS content in the social studies and offers suggestions to surmount those barriers. Identified barriers include: (1) the crowded curriculum; (2) curriculum resources; (3) STS and controversy; (4) discomfort with science; and (5) low status for high technology. (EH)

ED 389 633   SO 025 312

Voorhees, P. Jean
Promoting Gender Fairness in School Curricula and Classroom Instruction through Infusion of Equitable Resources, Vocational Programs, and Staff Development.
PUB DATE- Sep 94
NOTE- 172p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Discrimination; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; Middle Schools; Nondiscriminatory Education; Resource Allocation; *Sex; *Sex Bias; Sex Discrimination; *Sex Fairness; Sex Role; *Sex Stereotypes; Social Discrimination; *Staff Development; Vocational Adjustment

This paper addresses the problem that gender imbalance in curriculum and instruction contributes to sexism, stereotyping, and bias in schools. The study was conducted in a reading classroom in a grade 6-8 middle school of 970 students in a suburban area of the northeast United States. The program focused on inservice workshops and integration of women's history and gender equity materials to increase awareness of gender bias. The results indicate that when educators are able

"How Does War Impact on the Environment?" (Jeffrey Brown); (7) "The Mining Frontier: Boom and Bust" (Paula Gotsch); (8) "Environmental Impacts of the Transcontinental Railroad" (Joseph Moore; Jeffrey Brown); (9) "Energy Transitions and U.S. History" (William Luderer); (10) "Save the Earth! But How?" (Linda Murchio); (11) "'The Grapes of Wrath:' A Study in Contrasts" (Peter Krais); (12) "How Do the Preparations for War Impact on the Environment? The Case of Picatinny Arsenal" (Jeffrey Brown); (13) "The Contributions of Major Religions and Philosophies to a Universal Environmental Ethic" (William Luderer); (14) "Nuclear Threat at Home: The Cold War's Lethal Leftovers" (Jeffrey Brown); (15) "Business and the Environment" (Paula Gotsch); (16) "Save the Earth II!--Organizations' Approaches" (Linda Murchio); and (17) "Model Senate Hearing on the Environment" (Linda Murchio; Terry Vaiti; Nancy Wallace). Suggestions are offered for student assessment on the activities. (EH)

ED 389 655   SO 025 685

Luderer, William, Ed.
Making Global Connections in the Middle School: Lessons on the Environment, Development, and Equity.
PUB DATE- 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economic Development; Environmental Education; *Global Approach; *Global Education; Intermediate Grades; Junior High Schools; *Justice; *Middle Schools; Natural Resources; *Science and Society; Social Studies; *Sustainable Development

The lessons for this middle school teacher resource book were adapted from the original "A Sustainable Development Curriculum Framework for World History and Cultures," which grew out of the Earth Summit in Rio de Janeiro, Brazil, in 1992. The resource book contains three chapters. Chapter 1 is "Sustainable Development and World History and Cultures." Chapter 2, "Lessons," contains: (1) "Fair is Fair," which focuses on introducing the concept of sustainable development through the notion of intergenerational equity; (2) "Sustainable Development: The Ecosystem Approach"; (3) "Development Comes of Age," which provides two historical overviews of attitudes toward the environment; (4) "Our Common Future," which features a cooperative learning group approach to analyzing and solving problems; (5) "What's in a Name?" which deals with nuances associated with "development" language; (6) "Values and Sustainable Development; (7) "How is Sustainable Development Like a Seed?"; (8) "Cultural Assumptions and Sustainable Development"; (9) "Africa and the Industrial Revolution"; (10) "The Quality of Life and Sustainable Development," which introduces students to data analysis and social and economic indicators of the quality of life; and (11) "Decisions for a 'Developing' Nation," which engages students in a role play featuring allocation of limited financial resources within a "developing" nation. Chapter 3, "An Analytical Framework for Sustainable Development," includes: (1) "Introduction"; (2) "Framework Sample Questions"; (3) "Framework Definitions and Examples"; and (4) "Framework Sources." Includes 21 handouts. (EH)

ED 389 656   SO 025 686

hazards to pedestrian safety and (2) to involve students in a class project that would result in the development of hazard control measures. The project was implemented on a university campus and attempted to determine pedestrian crosswalk utilization rates at 15 campus-based sites. A geodemographic data collection protocol was designed to allow student observers to record vehicular and pedestrian traffic at the varied sites. Results indicated that a number of specific unidentified pedestrian hazards existed on the campus. Students used these data to develop varied approaches to hazard control including documentation, presentations to campus-based groups, and methods designed to support the development of a computer-based accident/injury data base. Graphs presenting data are included. (Author/ND)

ED 389 675 SP 036 319

Goddard, J. Tim
The Preparation of Teachers for Ethnocultural Diversity.
PUB DATE- 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Canadian Association for Teacher Education (23rd, Montreal, Quebec, Canada, June 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Canada Natives; Elementary Secondary Education; *Ethnic Groups; *Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; *Multicultural Education; *Preservice Teacher Education; Surveys; Teacher Student Relationship
IDENTIFIERS- Canada (West); *Diversity (Student)

This paper presents preliminary findings from a doctoral research project investigating the preparation of teachers to teach ethnoculturally diverse student populations. Census data suggest that some 70 percent of North American teachers are white, female, middle class, and from suburban or small rural communities, while the majority of students are not. A two stage design was used for the study. Data were collected from 450 teachers working in three distinct sociogeographic environments in western Canada, including urban, rural, and isolated settings. A combination of quantitative and qualitative methodologies were used in the study. During the first stage, a survey questionnaire was distributed to 150 teachers in each of the three settings. The second stage involved semi-structured interviews with a number of the respondents. Preliminary findings suggest that few of the recommendations in the literature concerning the preparation of effective teachers for ethnoculturally diverse student populations are being implemented. This is the case for both preservice and inservice programs. It is recommended that schools do not rely on preservice teacher education programs to prepare teachers for student diversity. Rather, schools must play a proactive role in developing and implementing orientation, induction, and other inservice practices which will facilitate teacher growth in this area. (Contains 31 references.) (Author/ND)

ED 389 676 SP 036 320

Swortzel, Kirk A.
Program for the Preparation of Preservice Agricultural Education Teachers for the Twenty-First Century.

*Elementary School Teachers; *Equal Education; High Schools; High School Students; *Race; Racial Differences; Research Methodology; *Secondary School Teachers; Teacher Characteristics; *Verbal Ability; Whites; White Students
IDENTIFIERS- *Coleman Report

This paper reanalyzed data from the classic 1966 study "Equality of Educational Opportunity," or "Coleman Report." It addressed the issue of whether teacher characteristics, including verbal ability and race, influenced "synthetic gain scores" of students (mean test scores of upper grade students in a school minus mean test scores of lower grade students in the school), in the context of an econometric model that allow for the possibility that teacher characteristics in a school are endogenously determined. The study found that verbal aptitude scores of teachers influenced synthetic gain scores for both black and white students. Verbal aptitude mattered as much for black teachers as it did for white teachers. Finally, holding teacher characteristics other than race constant, in some specifications black teachers were associated with higher gain scores for black high school students, but lower gain scores for white elementary and secondary students. The study noted that because these findings were for American schools in the mid-1960s they could not be directly applied to contemporary experience. However, the results do raise issues that should be addressed in hiring policies in American education. (Contains 83 references.) (JB)

ED 389 694   SP 036 338

Rancifer, Jesse L.
Revolving Classroom Door: Management Strategies To Eliminate the Quick Spin.
PUB DATE- Nov 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Southern Regional Association of Teacher Educators (Lake Charles, LA, November 2-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Discipline; Educational Environment; Educational Planning; Elementary Secondary Education; Instructional Development; Prevention; Punishment; Student Behavior

This paper presents classroom management practices that can be used to avoid the "revolving classroom door." In the revolving classroom door, misbehaving students are sent to the principal, and eventually returned to the classroom with no gains in student behavior or opportunity for learning. The paper begins by discussing the meaning of classroom management which is defined as how teachers maintain order in the classroom. There follow sections on features and teaching behaviors that must be in place for good classroom management. These include ways to create a positive classroom climate (for example, being friendly and warm, helping students to learn); planning for teaching before school begins, the first day of school, and throughout the year (for example, reviewing and outlining textbooks for each course, posting classroom rules, and reviewing the entire course plan with students the first day); prevention strategies (for example, acting and dressing professionally, teaching standing up and moving around), and consequences and punishments (for example, not ignoring misbehavior problems). The paper concludes with a summary

experiences, act as a focus for teacher-student interaction, can be used to promote awareness of the interrelationship between modes (picture, movement, language, sound, captions), and should be used in their entirety. Movies can also be considered as a form of text. They are controllable teaching instruments, and offer great variety of subject, communicative language, language environment, and cultural content. Criteria for selecting films and techniques for using them in the classroom are discussed, drawing on related literature. Five criteria are proposed concerning film length, language quality, cultural aspects of theme, adaptability to communicative teaching methods, and potential for provoking thought and discussion. Contains 25 references. (MSE)

ED 389 226 FL 023 446

Johnson, Karen E.
Understanding Communication in Second Language Classrooms.
PUB DATE- 95
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Classroom Techniques; Communicative Competence (Languages); English (Second Language); Instructional Materials; Interaction; Interpersonal Communication; Knowledge Level; Language of Instruction; *Language Patterns; *Language Role; Language Usage; Second Language Instruction; *Second Languages; Student Attitudes; Teacher Behavior; Teacher Student Relationship

This book focuses on communication as the central feature in teaching and learning within second language classrooms. It examines the classroom as a unique communication context with highly regulated patterns of communicative behavior that are actively negotiated between teacher and students, and explores how and why these patterns of communication are established and maintained. Dynamics of classroom communication are viewed as shaped by the moment-to-moment actions and interactions that occur during face-to-face communication between teachers and students. The first part outlines a framework for understanding communication in second language classrooms, including teacher control of communication patterns, student perceptions of classroom communication patterns, and students' knowledge and use of language in the classroom, both in general and for the purpose of learning. The second part examines a number of patterns of communication: teacher-student interaction; student-student interaction; and patterns that relate to community-based issues such as English-as-a-Second-Language instruction and use of commercial materials. Part 3 offers suggestions for expanding communication patterns, allowing for variability in communication patterns, and establishing and extending classroom communicative competence. A substantial bibliography is included. (MSE)

ED 389 227 FL 023 447

Rosberg, Merilee
Teaching English as a Second Language: How Young Children Learn.
PUB DATE- May 95
NOTE- 12p.; Paper presented at a Conference on Cued Speech (Perpustakaan Negara Malaysia, May 25-27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Education; In State Students; Out of State Students; *Public Colleges; Regional Characteristics; *State Surveys; *Student Costs; Tables (Data); *Tuition; Undergraduate Study
IDENTIFIERS- Idaho; Iowa; Minnesota; Montana; Nebraska; North Dakota; *South Dakota; Wyoming

This report provides a comprehensive examination of student costs at four-year public colleges and universities in South Dakota and nearby states including Minnesota, Iowa, Nebraska, Wyoming, Montana, North Dakota, and Idaho. Mail and telephone surveys were used to collect data in the eight states on undergraduate and graduate tuition, fees, room, and board. The bulk of the report consists of tables and graphs detailing the results. The survey found that undergraduate residents in South Dakota, on average, paid $2,520 for tuition and fee costs which is 8.9 percent higher than the eight state average of $2,314. South Dakota's average cost was 14.3 percent higher than the eight state average in 1989. Only Minnesota ranks higher than South Dakota based on the average cost by state for 1995. Undergraduate residents in South Dakota, on average, pay $5,030 for tuition, fees, and room and board which is 4.8 percent less than the eight state average of $5,281. Similar data for graduate student costs are presented. (JB)

ED 389 247 HE 028 766

Fact Book. Fiscal Year 1995.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Budgets; *College Administration; College Admission; Crime; Degrees (Academic); Educational Facilities; *Enrollment; Faculty Mobility; Geographic Distribution; Higher Education; Loan Repayment; Mission Statements; School Security; State Surveys; *State Universities; Student Attitudes; *Student Costs; Student Financial Aid; Tables (Data); Teacher Salaries; Trend Analysis; Tuition
IDENTIFIERS- *South Dakota

This annual report provides a variety of information about the state of higher education in South Dakota. The bulk of the report consist of tables and charts that summarize: (1) the structure of the South Dakota Board of Regents; (2) the institutional missions of the state's six state universities and two special schools; (3) admission requirements; (4) operating budgets and mean budgeted salaries; (5) historical tuition rates from 1966 through 1995; (6) student financial aid programs; (7) average financial aid awards; (8) student loan default rates; (9) 1994 fall term enrollment information; (10) plans for South Dakota high school graduates from 1971 to 1994; (11) projections of South Dakota high school graduates from 1995 to 2009; (12) student geographic distribution and enrollment; (13) student persistence rates; (14) campus crime rates; (15) special schools profiles; (16) faculty profiles by universities, salaries and turnover rates; (17) management ratios; (18) degrees conferred and degree trends from 1988-1994; (19) data on physical plant; and (20) regional comparisons with state support, student charges, faculty salaries, academic obligations, graduates per population, and enrollment. (JB)

ED 389 248 HE 028 767

mastering IT's basic skills and concepts are now regarded by many countries as part of the core of education alongside reading and writing. To give practical help to all UNESCO countries, the International Federation of Information Processing (IFIP) has been asked to specify a curriculum in informatics for secondary education, designed to be capable of implementation throughout the world. The curriculum has been designed in modular form so that education authorities can select appropriate elements to meet their objectives at the phase of development reached in their countries. Curriculum objectives include: computer literacy; application of IT tools in other subject areas; application of informatics in other subject areas; and application of informatics in professional areas. Three curriculum units are detailed (general education at the foundation level, general education at the advanced level, and vocational education at the advanced level). A section on general implementation issues examines the automation, information, and communications phases. Appendices include: Computer Literacy Units; Informatics In Other Disciplines; General Advanced Level Units; Vocational Advanced Level Units; and a bibliography. (MAS)

ED 389 267 IR 017 469

CNN Newsroom Classroom Guides. October 1995.
PUB DATE- Oct 95
NOTE- 91p.; No guide for Thursday, October 26.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; Foreign Countries; Higher Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of October, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: bedroom community business, freedom of expression and national security, Sao Tome and Principe, military takeovers, Internet job search, trial terminology, vocal ability and voice strain, hurricanes, and media and justice (October 2-6); future colleges, hurricane damage, Kenya elephant relocation, the Richter scale, union vs. business, self respect, fish venting, gravity, and the three sins of journalism (sensationalism, unverified quotations, and point of view) (October 9-13); the marriage of technology to human need and enterprise (i.e., tele-garden), Tuk Tuk power (Thailand), Million Man March, China's grain king, entrepreneur interviewing, laser guns, and fact vs. opinion (October 16-20); Internet telephone, controlling the Internet, Philippines cartoons, (United States/Russia politics (action/reaction), and perfume wars, media filters (October 23-27); shyness, poem creation, and world emerging diseases and border control (October 30-31). (MAS)

ED 389 268 IR 017 471

Public Television and Diverse Audiences: Snapshot of a

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; *Comprehension; Educational Benefits; Educational Technology; Grade 8; Junior High Schools; *Learning Disabilities; *Special Needs Students; *Student Attitudes; *Videotape Recordings
IDENTIFIERS- *Captioned Media

The educational and motivational benefits of captioning have been established for people who are deaf or hard-of-hearing as well as for students who have a learning disability or who have limited English proficiency. The primary goal of this study was to determine whether technological enhancements to captioning would benefit children with learning disabilities and the general population of students. An evaluation was conducted of the effects of the speed of captioning on comprehension and the secondary effects of advance organizers on comprehension and preference. Middle school students with learning disabilities were the focus of this study; 317 eighth grade students, 68 with learning disabilities or special education needs, were examined. Half of the classes were asked questions that served as advance organizers for videos on a science topic; the other half viewed videos without advance organizers. All classes were assigned three captioning levels: standard, edited, or highlighted. The use of videos enhanced by captioning and the use of advance organizers was shown to positively affect students' comprehension and attitudes. Irrespective of advance organizers and group identification (general or special education), students' comprehension dropped when captioning was withdrawn. Interest ratings did not correlate significantly to comprehension scores. (Contains 19 references.) (AEF)

ED 389 287 IR 017 500

Cohen, Andrew
Mediated Collaborative Learning - How CSILE Supports a Shift from Knowledge in the Head to Knowledge in the World. Draft.
PUB DATE- Apr 95
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Computer Mediated Communication; *Cooperative Learning; Databases; Elementary School Students; Foreign Countries; Grade 5; Grade 6; Intermediate Grades; Learning Activities; *Problem Solving
IDENTIFIERS- *Learning Environment

In Computer-Supported Intentional Learning Environments (CSILE), students use a computer-database system as a tool to store and organize their curriculum-related knowledge as a means of sharing information and thoughts with peers, supporting both individual and collaborative learning. This study contrasts two conditions: face-to-face collaboration and CSILE mediated collaboration where the students can pursue individual learning and collaborative learning flexibly through both oral and written discourse. The subjects were 30 students from a grade five/six elementary classroom. Students worked in groups of 3 for a total of 10 groups; the topic was "Gravity and the Solar System." The study then focused on the roles of three students

This document contains the long range plan of the Alabama public libraries. The purpose of presenting this long range program is to meet the requirements of the Library Services and Construction Act (LSCA) and to assess, prioritize, and communicate library needs to librarians, officials, and the public to provide adequate library service to the citizens of Alabama. The introduction to the report gives an overview of the duties and services of the State Library Agency. The needs assessment component is then presented, which covers the following areas: Alabama Public Library; changes in selected population characteristics, 1980-1990; persons with disabilities; disadvantaged; minorities; institutionalized; elderly; limited English-speaking; and interlibrary cooperation and resource sharing. The roles of the Alabama Public Library Service are outlined, and the mission statement is presented. Finally, the following long range goals are outlined, each with correlating objectives and tasks: (1) provide information resources; (2) provide for new construction or renovation; and (3) support resource sharing. Appended materials include maps showing the public library systems and independent libraries in Alabama, statistics on state and county populations by selected characteristics, and a glossary of acronyms used in the report. (MAS)

ED 389 308 IR 055 691

Federal Public Library Programs in Alabama, 1994.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; Grants; *Library Development; Library Funding; Library Services; *Public Libraries
IDENTIFIERS- *Alabama; *Library Services and Construction Act

The Library Service and Construction Act (LSCA) assists the state of Alabama in the extension and improvement of public library services to areas and populations of the state which are without such service or to which such services are inadequate. Federal LSCA monies are administered by the Alabama Public Library Service and are spent on local and statewide projects. This report describes the use of LSCA funds for library programs and services in Alabama's seven congressional districts. For each district, a table of library names, project names, title number, and grant amount is provided. A short paragraph summarizes the major 1994 grants for each of the congressional districts. Member lists are provided for the 1995 LSCA Advisory Council, the Alabama Public Library Service Executive Board, and the Alabama Public Library Service. (MAS)

ED 389 309 IR 055 692

Federal Public Library Programs in Alabama for FY 1996.
PUB DATE- 95
NOTE- 155p.; Printed on colored paper, therefore copies may not produce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Evaluation Criteria; *Federal Programs; *Grants; *Library Services; Library Standards; Program Evaluation; *Public Libraries; Public Policy; *State Federal Aid; State

l'information. Communications presentees lors du Seminaire FID/ET (Espoo, Finlande, 24-27 aout 1988) (Prediction of the Labor Needs of the Information Sector. Papers presented a FID/ET Seminar (Espoo, Finland, August 24-27, 1988)).
PUB DATE- 91
NOTE- 262p.
LANGUAGE- French
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Developing Nations; Economic Development; *Employment Projections; Evaluation Methods; Futures (of Society); Information Industry; *Information Science; *Information Scientists; *Labor Needs; Library Science; National Programs; *Professional Education; *Role; Standards
IDENTIFIERS- Conceptual Frameworks; Historical Background

Fifty-five information science educators, administrators, and specialists from 22 countries assembled to discuss and debate the following themes: identification of characteristics of work done in the information sector; analysis of the educational needs of the information professional; the role of information professionals in national development; standards and measurements of supply and demand; qualitative, quantitative, and a mixture of methods; research of the "ideal profile" of information, library, and archives professionals; planning for future demands in the information sector. The objectives of the seminar were: (1) to define a conceptual and historical framework; (2) to analyze the advantages and disadvantages of different methods; (3) to report on experiences using different methodologies; and (4) to define the background questions posed to elicit observations and suggestions to make the process work. There were seven sessions: (1) "Approches conceptuelles" ("Conceptual Approaches"); (2) "Le marche de l'emploi du secteur de l'information dan les pays en developpement" ("The Information Sector Employment Market in Developing Countries"); (3) "Exemples concrets de planification de la main-d'oeuvre du secteur de l'information et de la communication" ("Concrete Examples of Labor Planning in the Information and Communications Sector"); (4) "Methodes quantitatives: Problemes et applications" ("Quantitative Methods: Problems and Applications"); (5) "Enguetes sur la mair-d'oeuvre et l'emploi dan le secteur bibliotheques" ("Investigations on Labor and Employment in the Library Sector"); (6) "Aspects methodologiques de l'evaluation de la main-d'oeuvre dans le secteur des sciences de l'information et de la bibliotheconomie" ("Methodological Aspects of Evaluation of the Work of the Information Science and Library Science Sector"); and (7) "Quelles consequences pour la formation" ("What Consequences for Education?") (JKP/DGM)

ED 389 328 IR 055 716

Burlingame, Dwight F., Ed.
Library Fundraising: Models for Success.
PUB DATE- 95
NOTE- 95p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Case Studies; *College Libraries; *Endowment Funds; *Fund Raising; Grants; Higher Education; *Library Development;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Skills; Community Colleges; Critical Thinking; Cultural Pluralism; *Educational Strategies; Ethical Instruction; *Evaluation Methods; *General Education; Humanistic Education; Interpersonal Competence; Lifelong Learning; *Minimum Competencies; Moral Values; *Outcomes of Education; Problem Solving; Two Year Colleges

Prepared in an effort to more clearly define and measure general education outcomes at Columbus State Community College, in Ohio, this handbook describes outcomes and associated student behaviors and provides suggestions for assessing the outcomes. Following introductory materials, a list is provided of the college's six general education outcomes, with subtopics provided for each. Next, student behaviors and sample assessment techniques are provided for each outcome subtopic. The following outcomes are presented: (1) think critically, including identifying personal assumptions, examining issues by challenging assumptions, obtaining information from a variety of sources, analyzing information, evaluating issues from a variety of perspectives, drawing inferences, comparing and contrasting information, synthesizing and integrating information, and drawing conclusions; (2) solve problems, which includes recognizing, defining, and analyzing problems; considering alternative solutions; utilizing appropriate methodology; using resources effectively; formulating implementation plans; establishing success criteria; (3) communicate effectively, including writing and speaking clearly and effectively, listening actively, and reading at the two-year college level; (4) demonstrate interpersonal skills, including working collaboratively, engaging in group decision-making, recognizing individual rights and responsibilities, and utilizing conflict resolution strategies; (5) recognize the value of human diversity, including recognizing the contributions of different cultures, clarifying one's own value system, recognizing the value of diverse creative/aesthetic expression and experience, and recognizing an interdisciplinary approach to knowledge; and (6) demonstrate life management skills through valuing lifelong learning, recognizing the responsibility to balance individual and societal needs, recognizing human dependence on the environment, evaluating career paths, and understanding the role of ethics in life and work. Sample evaluation forms are appended. (KP)

ED 389 347   JC 950 535

Kourilsky, Marilyn L.
Entrepreneurship Education: Opportunity in Search of Curriculum.
PUB DATE- 16 Jul 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Principles; Business Administration; *Business Skills; *Curriculum Development; Economic Development; *Educational Demand; Educational Improvement; *Educational Needs; *Education Work Relationship; Employment Potential; *Entrepreneurship; Free Enterprise System; Models; Postsecondary Education; Role of Education; Secondary Education

Entrepreneurship education derives its importance from three factors: a demand among students for information about entrepreneurship; a need to provide students with skills related to making jobs, rather than training to take existing instruction and technical assistance contracts, and by college, 1994-1995; (12) approved programs offered by instructional division, 1985-95, and by college as of December 31, 1995; (13) FTE's and budget for college parallel programs, 1985-95, and by college, 1994-95; (14) systemwide headcounts, FTE's, and costs for basic skills courses, 1985-95, and by college, 1994-95; and (15) systemwide staff equivalent numbers, 1985-95, and by college, 1994-95. Addresses of district offices and campuses and a list of data sources are included. (TGI)

ED 389 364   JC 960 009

Griese, David, Ed.; Levine, Judith R., Ed.
Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995).
PUB DATE- Mar 95
NOTE- 174p.; For selected individual papers, see JC 960 010-023. For the 1994 proceedings, see ED 377 774.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Active Learning; *Classroom Techniques; *College Instruction; *Cooperative Learning; Group Discussion; Higher Education; Instructional Development; *Instructional Innovation; Learning Strategies; *Psychology; Teaching Methods; Two Year Colleges; Undergraduate Study
IDENTIFIERS- American Psychological Association

The 16 papers in this proceedings describe strategies and practices used in undergraduate psychology courses at two- and four-year colleges. The following presentations are included: (1) "Using the IDEAL Problem Solving Method in Groups," by R. Scott Smith; (2) "The Soul of Active Learning: Connecting Psychology and Faith," by Rhonda Hustedt Jacobsen; (3) "Using Feature Films To Promote Active Learning in the College Classroom," by Virginia R. Gregg, Cheryl A. Hosley, Alice Weng, and Raymond Montemayor; (4) "Cooperative Teaching Designed To Enhance Cooperative Learning," by Ronald Cromwell and Linda Dunlap; (5) "A Computer-Assisted Simulated Case Study Application of the Revised (1992) APA Ethical Principles," by John B. Morganti, Beth A. Garigen, and Sebastian LoGuidice; (6) "Helping Students To Experience the Classroom: Interactive Techniques for the Personality Psychology Class," by Randall E. Osborne; (7) "Using Personality Scales as an Experiential Learning Activity," by Patricia A. Oswald; (8) "Thinking Critically and Understanding Empathically: Techniques for Teaching Adolescent Development," by Emily J. Johnson and Sara M. Sullivan; (9) "Too Many Tangents or Too Many Zombies in the House? On Using Discussion-Teaching Methods More Effectively," by Beth Cunin and Bert Cunin; (10) "Revealing Their Riches," by Mary Ann Lohmueller and Raymond Walters; (11) "Collaborative Learning Across the Psychology Curriculum," by Tracey T. Manning and Sally N. Wall; (12) "Research on Trial: A Pedagogy for Research Methods Instruction," by Michael A. Britt; (13) "The Perception of Familiar Objects," by Robert P. Cavalier and Richard K. Wesp; (14) "Using a Computerized Laboratory as a Springboard for Transforming a Traditional Lecture Course," by Peter A. Hornby; (15) "Teaching Statistics: Shaping, Fading, and Concept Formation," by George C. Fago; and (16) "Gender and Patterns of Communication," by Stacey Beth Zaremba and Sandra Elaine Fluck. (TGI)

ED 389 365   JC 960 010

ED 389 382 JC 960 030

Marashio Paul, Ed.; And Others
Pedagogy Journal, 1995.
PUB DATE- 95
NOTE- 132p.; Published annually. For Volume 1, see JC 960 029.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022)
DESCRIPTORS- *Classroom Techniques; Competency Based Education; Critical Thinking; *Educational Technology; Faculty Development; Gerontology; Grading; *Learning Motivation; Lecture Method; Reading Improvement; Student Behavior; Student Motivation; *Teaching Methods; Technical Education; Technical Institutes; Two Year Colleges; Writing Apprehension; *Writing Processes

This annual serial volume contains 22 articles offering practical pedagogical ideas from faculty at New Hampshire technical colleges. Section I, "Learners Conversing," includes "'Cheering': A Prelude to a Street Dweller," by Thomas Gorka; "Illusions of Fear: Unleashing My Writing," by Bruce Maville; and "Claremont's Writing Workshop," a transcript from a writing workshop edited by Barbara Dimmick. The second section, "Instructors Facilitating," includes "The Internet as a Student Resource" by Norma L. Forbrich; "How To Keep Your Message...from Getting Lost in the Medium," by William A. McIntyre; "Teaching with Interactive Multimedia Technologies," by Doyle V. Davis; "Learning from Industry: An ISO9001 Virtual Workplace," by David Miller; "Vacation Rebound?" by Gerry Doane, suggesting that semester breaks may increase student anxiety; "'Trying To Turn the Queen Mary on a Dime': Using Student and Faculty Surveys To Facilitate Institutional Change," by Diane Ellis Miles, Neal Steiger, and Maureen Houghton; "Experiencing Aging: The Elderly Simulation Lab," by Donna T. Gagne; "Reading Reclamation," a technique for increasing student reading by Denise S. St. Cyr; "Advantages of Engaging Students in Personal Writing," by Francesca Fay; "The Art of the Lecture is in the Performance," by Paul Marashio; "The CS Grade: A Child Poised for Adulthood," by R. Allan Dermott, reviewing benefits of the "continued study needed" grade instead of an "F"; "Critical Thinking: Something To Think About," by Denise S. St. Cyr; "Guided Independence," by Barbara Dimmick; and "Organizing Thinking: Teaching Students To Learn Independently," by William V. Wheeler. The final section, "Binding into Community," includes "You Want Me To Do What by When?? Or Faculty Orientation/Mentoring Program" by Terrie Judge; "Connecting Life with Classroom Learning," by Sandra Cole; "The Talking Composition," by Bill Warnken; "Students as Assessors," by Nancy Marashio; and "Becoming Teachers and Learners: The Evolution of a Survey Course," by Keith W. Bird. (TGI)

ED 389 383 JC 960 031

Gabert, Glen; And Others
Organizational Effectiveness and the Active Community College: The Case of Hudson County Community College. Special Report 95.03.
PUB DATE- Oct 95
NOTE- 25p.; Materials compiled for a presentation at the Team Building for Quality Conference of the National Initiative for Leadership and Institutional Effectiveness (Greensboro, NC, October 14-17, 1995).

*Class Activities; Corporate Support; Corporations; Educational Attitudes; *Educational Policy; Elementary Secondary Education; Government Role; *Instructional Materials; *Marketing; Mass Media Effects; National Organizations; Parent Role; Program Evaluation; Programming (Broadcast); Public Policy; *School Business Relationship; School Role; Television

IDENTIFIERS- Channel One; CNN Newsroom; *Sponsored Materials

This report identifies some of the different forms that in-school commercialism takes, from outright advertising in school hallways to sponsored educational materials that often contain brand-name plugs and biased messages. It examines the reasons why corporations and other commercial organizations are interested in marketing to kids in the classroom, and how they do so. The report also explores the problems that in-school commercialism can create, the arguments for and against allowing such commercialism into schools, and the efforts to control it. The report evaluates and rates a wide selection of sponsored educational materials, in-school contests, sponsored television, and incentive programs that have achieved access to children at school, including the in-school television news programs Channel One and Cable News Network (CNN) Newsroom. Finally, the report concludes by offering recommendations on how the corporate sector, parents, and government can and should work together to make schools ad-free zones where young people can learn without commercial influences and pressures. Ratings charts provide the positions of 21 family and education organizations on in-school commercialism, as well as descriptions and evaluations of 111 sponsored educational materials, in-school contests, sponsored television, and incentive programs. (MDM)

ED 389 401 PS 023 664

Scardilli, Lynn E.

A Workshop for Staff and Families on Stressors and Anxious Behaviors in Preschool Children.

PUB DATE- 95

NOTE- 98p.; Master's Practicum Report, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Anxiety; *Child Behavior; *Coping; Counseling Techniques; Inservice Teacher Education; Parent Child Relationship; *Parent Workshops; Play; Preschool Children; Preschool Education; *Staff Development; *Stress Management; Stress Variables

This practicum developed a workshop to educate staff and parents on identifying preschool stress, behavioral indicators of stress in children, and exploring effective stress coping techniques for use in the classroom and at home. A 3-phase solution strategy was implemented over 10 weeks. Phase I, the implementation process, included a staff meeting where the practicum was introduced and the process was discussed. Phase II, the workshop, gave general information including the definition of stress, causes of stress in preschoolers, behavior changes, and practical applications for coping techniques including the value of play, and prevention. Phase III, continued staff training, introduced coping techniques for the classroom. The results of the workshop showed that preschool staff and family members need and want information on stress and anxiety behaviors in preschool children. Parents responded positively to all presentations and showed interest

ED 389 419 PS 023 733

Bornstein, Marc H., Ed.
Handbook of Parenting. Volume 4: Applied and Practical Parenting.
PUB DATE- 95
NOTE- 602p.; For other volumes in this series, see PS 023 730-732.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Caregiver Child Relationship; Caregiver Role; Child Abuse; Child Health; *Child Rearing; Child Welfare; Cognitive Development; Day Care; Disabilities; Early Childhood Education; Elementary Secondary Education; Interpersonal Competence; Mental Health; One Parent Family; *Parent Child Relationship; Parent Education; *Parent Influence; *Parenting Skills; Parent Role; Parents; Parents as Teachers; Parent School Relationship; Social Development; Substance Abuse
IDENTIFIERS- Maternal Deprivation

Concerned with problems, compromises, and challenges of parenting, this volume, the fourth of four volumes on parenting specifically deals with applied issues and practical considerations in parenting. The volume consists of 18 chapters as follows: (1) "Maternal Deprivation" (Michael Rutter); (2) "Marital Interaction and Parenting" (Kathryn P. Wilson and John M. Gottman); (3) "Parenting with a Sensory or Physical Disability" (Kathryn P. Meadow-Orlans) (4) "Psychologically Depressed Parents" (Tiffany Field); (5) "Substance Abuse and Parenting" (Linda C. Mayes); (6) "Parenting Dysfunction in Child Maltreatment" (Fred A. Rogosch and others); (7) "Parents and their Children's Doctors" (Gerald B. Hickson and Ellen W. Clayton); (8) "Health Promotion for Parents" (Barbara J. Tinsley and Nancy B. Lees); (9) "Discipline and Child Compliance in Parenting" (Patricia Chamberlain and Gerald R. Patterson); (10) "Parenting and Children's Moral Development" (Nancy Eisenberg and Bridget Murphy); (11) "Parenting toward Cognitive Competence" (Robert J. Sternberg and Wendy M. Williams); (12) "Everyday Stresses and Parenting" (Keith Crnic and Marcela Acevedo); (13) "Child Temperament and Parenting" (Ann Sanson and Mary K. Rothbart); (14) "Parents, Children, and Television" (Ann Dorr and Beth E. Rabin"; (15) "Play in Parent-Child Interactions" (Ina C. Uzgiris and Catherine Raeff); (16) "Parents and Children's Peer Relationships" (Gary W. Ladd and Karen D. Le Sieur); (17) "Choosing Child Care for Young Children" (Alice S. Honig); and (18) "Parent and School Partnerships" (Lori J. Connors and Joyce L. Epstein). References accomany articles. (JW)

ED 389 420 PS 023 741

Johnson, Clifford M.; And Others
Vanishing Dreams: The Economic Plight of America's Young Families.
PUB DATE- 92
NOTE- 39p.; For related documents, see ED 316 597-598.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Children; Economic Status; Ethnic Groups; *Family Characteristics; Family Health; *Family Income; Government Role; *Heads of Households; Health Care Costs; Health Insurance; Housing; Labor Market; Low Income; One Parent

well as in-depth site visits at 12 programs. The study found that while most JOBS programs report providing child care assistance, participation was limited by lack of available funds and Family Support Act regulations. It also found that child care-related barriers could delay welfare-to-work transitions, and that inadequate postwelfare child care subsidies challenged JOBS participants' self-sufficiency. Six appendices include survey results, child care expenditures for 1994 in seven states, and child care-related barriers encountered by some JOBS participants. (MDM)

ED 389 440 PS 023 801

Child Welfare: Complex Needs Strain Capacity To Provide Services. United States General Accounting Office Report to Congressional Committees.
PUB DATE- Sep 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adoption; Block Grants; Child Abuse; Child Neglect; *Child Welfare; Federal Legislation; *Federal Programs; Financial Support; *Foster Care; Government Role; *Social Services; State Federal Aid; *State Programs
IDENTIFIERS- Welfare Reform

In response to proposed reforms designed to replace many federal child welfare programs with block grants to states, this report describes a study of recent trends foster care, resources for foster care and child welfare services, and state responses to current foster care and child welfare service needs. The study reviewed research on foster care and child welfare services and interviewed experts, researchers, and advocates in these fields. The study found that sharp increases in the number of foster children combined with unprecedented service needs between 1983 and 1993 led to a crisis in foster care. Reports of child abuse and neglect nearly doubled, and foster case loads grew by two-thirds during the period. However, resources for child welfare services failed to keep pace with the needs of troubled children and their families. The findings indicate that faced with increasing demands and limited resources, states have sought to preserve families and minimize the need for foster care. Six appendices include information on federal funding to states; proposed child welfare program consolidations; current and proposed foster care standards; and testimonies on child protection, foster care, adoption, and related topics. (MDM)

ED 389 441 PS 023 802

Friesen, Bruce
A Sociological Examination of the Child Care Auspice Debate. Occasional Paper No. 6.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Age Differences; *Day Care Centers; Early Childhood Education; *Educational Quality; Financial Support; Foreign Countries; Government Role; *Nonprofit Organizations; *Proprietary Schools; Questionnaires;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; *Day Care; *Day Care Centers; Early Childhood Education; *Educational Planning; *Needs Assessment; Resource Allocation; Specifications
IDENTIFIERS- Americans with Disabilities Act 1990; *Business Plans; *Community Needs; Regulatory Agencies

This paper is addressed to those who want to start their own child care center, and provides guidelines for doing so. It identifies the first things to be considered--planning and conducting a community needs assessment to analyze the competition in the area and make the decision of opening a day care center, and gathering information from a variety of sources and agencies regarding rules and regulations. Representatives from each of these agencies should be requested to visit the proposed site and review the plans, which should include playground plans. The business management skills required to get started are outlined and discussed briefly. These pertain to developing a business plan that will project the growth of the business for at least 3 to 5 years, a start-up budget that is based on the amount of funding required to open the center, and an operating budget that establishes a month-to-month income and expenditure. Following this, the paper highlights the following tasks that need attention and will impact the budget: (1) interior and exterior design and arrangement; (2) selecting and purchasing equipment; (3) developing the educational program and/or the curriculum; (4) finding, selecting and hiring staff; and (5) building enrollment. Included in the paper are lists of additional resources, organizations, and companies related to child care. (BAC)

ED 389 461   PS 023 846

Gellert, Sandra, Comp.
Liability Insurance for Family Child Care Providers.
PUB DATE- Mar 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Court Litigation; Early Childhood Education; *Family Day Care; *Insurance; Insurance Companies; Legal Responsibility; Purchasing
IDENTIFIERS- *Liability Insurance

This pamphlet provides information to family day care providers on the need to have adequate liability insurance to cover the unique risks faced by care providers. It discusses the reasons for carrying liability insurance, including protection from lawsuits and medical claims by the parents of injured children. The pamphlet then explains what to look for when considering a specific policy or insurer, such as who is covered, what is covered, exceptions, and deductibles. It also explains the difference between occurrence policies, which cover incidents that occur during the term of the policy, and claims made policies, which only cover claims reported during the term of the policy. The pamphlet presents alternatives to stand-alone liability policies, including self-insurance and riders to homeowner policies. It concludes by offering tips on finding discover different habitats); (2) specific techniques for using the senses when exploring nature, maximizing attention-getting factors, and maintaining group control; and (3) participant comments on the acclimatization experience. The last chapter provides information on program development and describes additional learning activities. An annotated bibliography contains 10 resources for acclimatization programs. (LP)

ED 389 480 RC 020 308

Patterson, Sharon R.
Increasing Parental Involvement in Grades One, Four, and Five in a Rural Elementary School.
PUB DATE- 94
NOTE- 74p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Blacks; Elementary Education; Elementary School Students; Homework; *Parent Education; Parenting Skills; *Parent Participation; *Parents as Teachers; Parent Student Relationship; Parent Teacher Conferences; Parent Workshops; Practicums; Program Implementation; Rural Education; *Rural Schools
IDENTIFIERS- Parent Surveys

A program implemented in a rural elementary school in Florida had the goal of increasing parental involvement of students in grades 1, 4, and 5. The majority of students in the school were black, came from single-parent homes, and were considered low-income. Prior to program implementation, a parent survey revealed that of 53 parents, 21 read to their children, 29 assisted with homework, and 17 discussed school activities with their children. The program centered on workshops held over a 3-month period to teach parents techniques for helping their children with homework assignments. Homework activities requiring parental participation were sent home to bridge the gap for parents unable to attend workshops. In addition, parents were encouraged to volunteer in classroom activities, attend field trips, and schedule parent-teacher conferences. Additionally, workshops were held over a 5-month period to teach parents techniques for improving students' antisocial behaviors. A handbook was distributed to parents that provided an overview of capitalization, punctuation, definitions of parts of speech, sentences and nonsentences, parts of a friendly letter, and key mathematics terms. Program evaluation revealed that the program was somewhat successful in increasing parental involvement, and parents rated the program as beneficial. However, parent participation was not consistent, and it was noted that workshops should be held consecutively over a 1- or 2-week period to maintain parental motivation and involvement. Appendices include parent survey, program evaluation forms, and other forms used in program implementation. (LP)

ED 389 481 RC 020 318

Tijerina, Andres
Tejanos and Texas under the Mexican Flag, 1821-1836. The Centennial Series of the Association of Former Students, Texas A&M University, No. 54.
PUB DATE- 94
NOTE- 183p.
LANGUAGE- English

ED 389 497 RC 020 357

Youth Leadership. IDRA Focus.
PUB DATE- Oct 95
NOTE- 21p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cross Age Teaching; Dropout Prevention; Dropout Rate; High Risk Students; Intermediate Grades; *Leadership Training; Secondary Education; Self Esteem; Student Attrition; *Student Development; *Student Participation; Student School Relationship; *Tutors; *Youth Programs
IDENTIFIERS- *Coca Cola Valued Youth Program; *Texas

This theme issue focuses on motivating young people to learn by providing leadership opportunities in school. "Coca-Cola Valued Youth Program: Assessing Progress" (Josie Danini Supik) examines the program's success. This program, which trains high-risk middle and high school students as tutors of younger children, has dramatically lowered dropout rates and discipline problems among participants while increasing their achievement and self-esteem. "Youth Leadership: Great Works in Progress" (Aurelio M. Montemayor, Josie Danini Supik) proposes a new leadership training program to create local teams of students who would participate in community service learning projects and in school decision making and reform efforts. "How Do I Value You? Let Me Count the Ways" (Aurelio M. Montemayor) describes traditional and nontraditional ways of valuing students and offers examples of student-centered activities that enhance student self-worth and provide incentives for staying in school. "Valued Youths: Six Years Later" (Conchi Salas) profiles two student success stories from the Coca-Cola Valued Youth Program. This issue also contains two articles unrelated to the theme. "IDRA's Latest Attrition Analyses Show Worsening Dropout Problem" (Roy Johnson) reports that the percentage of students lost from Texas public high school enrollment between their 9th-grade and 12-grade years was 40 percent for the period ending 1994-95, compared to 33 percent for the period 1985-86. This finding contradicts the Texas Education Agency's recent report of steadily declining dropout rates. Tables detail high school completion and dropout rates for the states; attrition rates for Blacks, Whites, and Hispanics in Texas counties; and Texas attrition and enrollment data for racial/ethnic groups. "Silent Partners in Education" (Conchi Salas) discusses the importance of schools recognizing and valuing the educational contributions of parents and families. Nine additional readings on youth leadership are listed. (SV)

ED 389 498 RC 020 362

Rothenberg, B. Annye; And Others
Understanding and Working with Parents and Children from Rural Mexico: What Professionals Need To Know about Child-Rearing Practices, the School Experience, and Health Care Concerns.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 95
NOTE- 302p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

(William Louden & John Wallace); (9) "Getting It To Work: Visitors' Use and Understanding of the Whispering Dishes at an Interactive Science Centre" (Terry McClafferty); (10) "Student Misconceptions of Diffusion and Osmosis" (Erica McKnight & Mark Hackling); (11) "Theory, Ethics and Politics: Interpretive Research in Science Education" (Catherine Milne & Peter Taylor); (12) "Cognitively Different? An Examination of the Thinking Levels of School Students, Trainee Teachers and Practising Teachers in Western Australia" (Gary Pears & Roy Skinner); (13) "Paying the Price for Success in Science" (Leonie Rennie); (14) "Would You Eat A Genetically Engineered Tomato? 'Public' Perceptions of Biotechnology" (Renato Schibeci, Ian Barns, Aidan Davison & Shona Kennealy); (15) "Teachers' Views About Teaching Analogies in a Systematic Manner" (David Treagust, Grady Venville & Allan Harrison); (16) "Are Students' World Views Affected by School Views: A Sociocultural Perspective" (Bruce Waldrip & Peter Taylor); and (17) "Applications of the Science Laboratory Environment Inventory (SLEI) in Singapore" (Angela Wong & Barry Fraser). (MVL)

ED 389 515 SE 056 782

Bianchini, Julie; And Others
Cooperative Learning in the Untracked Middle School Science Classroom: A Study of Student Achievement.
PUB DATE- 19 Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; Biology; *Cooperative Learning; Intermediate Grades; Junior High Schools; Middle Schools; Science Education
IDENTIFIERS- *Middle School Students

In recent years, science educators have struggled with the dual challenge of equity and excellence, of providing all students access to a quality science education, and ensuring each student achieves an understanding of scientific concepts and processes. The Program for Complex Instruction, a model of group work, addresses this dual challenge by teaching various subject matter at a high intellectual level to students with diverse academic skills. By examining science learning in Complex Instruction classrooms, insight into the following three questions was sought: (1) What scientific facts, concepts, and applications do students learn during group work?; (2) Are all students provided equal access to science learning?; and (3) What are the strengths and limitations of using open-ended paper-and-pencil tests to measure student learning of science? The study was conducted in 13 middle school science classrooms over the course of 2 years. The results are organized into four areas of interest: conditions for learning, excellence, equity, and issues of test construction. Findings include: all observed classrooms met the standard for the percentage of students talking and working together; significant gains were found on all five pre-, post-tests concerning the topics of systems, respiration, digestion, circulation; reading scores were significantly correlated with the pre- and post-test scores on each of the five unit tests; gender effects were found on the various tests but they varied by grade level; and on some tests (respiration and circulation

NOTE- 26p.; Plenary paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177. For reaction papers, see SE 057 180-181.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Educational Research; Elementary Secondary Education; *Equal Education; Ethnicity; *Feminism; *Learning Theories; *Mathematics Education; Racial Differences; *Sex Differences

This paper lies at the interpretive intersection of several lines of research, some of them quite familiar to mathematics educators, and some of them probably less so. Among familiar discourses are cognitive constructivism, social construction, situated learning, and the psychological study of differences between groups defined by gender, race, ethnicity, and other variables used to categorize persons. Less familiar literatures and discourses include cultural studies, feminist research and theorizing, and postmodern social sciences, among others. Within the space inscribed by these theories, discourses, and research traditions and findings, this paper excavates issues surrounding the basic questions of what knowledge and approaches can be applied in order to increase the "fairness in dealing" with all students in and through mathematics curriculum, instruction, assessment, and related activities. And what are the implications for research in mathematics education, particularly research that invokes and pursues knowledge categorized as psychological? Contains 112 references. (Author/MKR)

ED 389 537 SE 057 180

Cossey, Ruth
A Reaction to Fairness in Dealing: Diversity, Psychology and Mathematics Education.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177. For related papers, see SE 057 179-181.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Equal Education; *Ethnicity; *Feminism; *Learning Theories; *Mathematics Education; Racial Differences; *Sex Differences

This paper is a reaction to a plenary address, "Fairness in Dealing: Diversity, Psychology, and Mathematics Education" by Suzanne Damarin (SE 057 179). Discussed are the importance of language in the repackaging of equity into the construct of fairness in dealing, the role of liberal feminism, race and ethnicity, physically structured marginalization, exclusion of class, victory of equal ability/attainment, and voice in the mathematics classroom. Contains 10 references. (MKR)

ED 389 538 SE 057 181

adoption policies that favored traditional texts. They also constituted a response to the public furor caused by "A Nation at Risk" and instantiated the 1980 recommendations on curriculum in "An Agenda for Action." International curriculum and research projects also influenced the NCTM Standards. The initial NCTM emphasis on standards as accountability criteria shared certain similarities with the National Curriculum effort in England and Australia, where reform is reportedly stalled. The more recent view of the "Standards" as aspiration may help extend the duration of their influence. (Author)

ED 389 561 SE 057 204

Wheatley, Grayson H.; And Others
Radical Constructivism as a Basis for Mathematics Reform.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Cognitive Development; *College Mathematics; *Constructivism (Learning); *Geometry; Higher Education; *Mathematics Instruction; *Problem Solving
IDENTIFIERS- *Connections (Mathematics); *Reform Efforts

This paper describes the use of radical constructivism as a basis for curriculum reform in university mathematics courses and reports on research conducted on two of the courses developed, one in geometry and one in problem solving. The theoretical underpinnings of the project are described along with the implications for course design and instruction. Finally, results from qualitative research conducted on the courses are presented. The courses were found to foster intellectual autonomy, challenge students to rethink mathematics from a conceptual rather than procedural perspective, promote confidence in their mathematics knowledge, become more positive mathematics learners, and make connections among algebra, geometry, and calculus concepts. (Author)

ED 389 562 SE 057 205

Wilson, Linda Marie Dager
Students' Beliefs about Doing Mathematics.
SPONS. AGENCY- National Center for Research in Mathematical Sciences Education, Madison, WI.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 24 Oct 95
NOTE- 23p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Grade 8; Junior High Schools; *Junior High School Students; *Mathematics Instruction; *Student Attitudes; *Student Journals; Surveys
IDENTIFIERS- *Reform Efforts

What is the response of students to the reform efforts in mathematics education? A survey taken in September 1994 of 59

PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Comparative Education; Cultural Differences; *Elementary School Students; Elementary Secondary Education; Foreign Countries; *Mathematics Curriculum; *Secondary School Students; *Sociocultural Patterns; *Thinking Skills
IDENTIFIERS- England; Russia

This study examined effects of cultural and curricular variables on algebraic reasoning in early and middle adolescence. Four algebra curricula in England and Russia were included in the design. Two age groups were included in the samples: 10- to 14-year-olds, and 14- to 16-year-olds. Algebraic reasoning processes were examined using a written test and interviews. Profound cross-cultural and cross-curricular differences were found in students' algebraic deductive reasoning for both age groups. (Author)

ED 389 586 SE 057 230

Cai, Jinfa
Exploring Gender Differences in Solving Open-Ended Mathematical Problems.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Elementary School Students; Grade 6; Intermediate Grades; Interviews; Mathematics Education; *Problem Solving; *Sex Differences

Open-ended tasks were used to examine gender differences in complex mathematical problem solving. The results of this study suggest that, overall, males perform better than females, but the gender differences vary from task to task. A qualitative analysis of student responses to those tasks with gender differences showed that male and female students exhibited many similarities in their solution processes, such as making similar types of mathematical errors and using similar strategies and representations. This study suggests not only the complexity of the issue of gender differences, but also the feasibility and usefulness of using open-ended tasks to explore the issue. Contains 13 references. (Author/MKR)

ED 389 587 SE 057 231

Presmeg, Norma C.; And Others
Family Configuration and Motivation of African American High School Students.
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24,

presented by adults which emphasized procedural skills over all," the adult attempting to negotiate this "return to meaningful learning," and the metacognitive monitor that reflects lucidly on the "mental paralysis" that she experiences even when "one has worked hard and made great effort to control one's reasons and thoughts." By examining Elena's emerging view of conceptual knowledge and her reflections on this process, information can be accessed about viable means of facilitating this process. (Author/MKR)

ED 389 610 SE 057 254

Zbiek, Rose Mary
Her Math, Their Math: An In-Service Teacher's Growing Understanding of Mathematics and Technology and Her Secondary Students' Algebra Experience.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Structures; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Secondary Education; *Secondary School Mathematics; Secondary School Teachers; Teacher Attitudes; *Teacher Role; *Technology

This case study investigates an experienced secondary school mathematics teacher's understanding of mathematics ("her" math) and decisions she makes about her students' classroom experiences ("their" math). This report focuses on the competing roles of the teacher's growing understanding of novel technology-rich mathematics and her decisions about activities and expectations in an algebra course in light of her beliefs about learning and teaching. Data document developments in her mathematical understanding and classroom practice during her first 13 months of teaching Computer-Intensive Algebra as a participant in the Empowering Secondary Mathematics Teachers in Computer-Intensive Environments project (CIME). (Author)

ED 389 611 SE 057 255

Heid, M. Kathleen
The Interplay of Mathematical Understandings, Facility with a Computer Algebra Program, and the Learning of Mathematics in a Technologically Rich Mathematics Classroom.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Structures; *Computer Uses in Education; *Demonstration Programs; Educational Technology; *Functions (Mathematics); Mathematics Education; *Mathematics Teachers; Secondary Education; Teaching Methods

As teachers begin to implement mathematics curricula that to identify personal biases in teaching practices and are exposed to gender-fair school programs, they become more conscious of daily teacher-student interactions, instructional strategies, and resources reflecting gender-fairness in the curriculum. Appendices include a resource guide for gender fairness, a sample equity grant proposal, the teacher questionnaire, and suggested goals for implementing gender committees in a school. Contains 51 references. (EH)

ED 389 634   SO 025 314

Decker, Dianna K.
Increasing Student Awareness of Global and Future Issues through a Secondary Level Mini-Course.
PUB DATE- Apr 95
NOTE- 66p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cultural Awareness; *Futures (of Society); *Global Approach; *Global Education; High Schools; High School Students; International Relations; Networks; Private Schools; Social Change; Student Attitudes; *Technological Advancement; Telecommunications; *World Affairs; *World Problems

This study examines the problem of high school students as future leaders entering the adult world unprepared in the areas of global and international issues. The study was conducted with 145 students, teachers, and administrators in a private high school with university affiliations in a large suburban area. Eventually two students became the central focus for the stated practicum outcomes. The goal was to increase student awareness of critical global and future issues that would lead to an appreciation for the interdependency among nations and raise tolerance levels for differences in others. A mini-course in global studies was designed based on global issues least addressed in the school. Telecommunications were established to link students to other students around the world to enable group discussions and project exchanges for students. Electronic mail, study kits, simulated role playing, and current topics of global consequence were used to instruct students on world trade, world hunger, international business, environmental protection, energy, and nuclear proliferation. The results showed an increase of student awareness of global issues and students were motivated by using telecommunications as a part of the mini-course requirement. Appendixes include the student questionnaires, student quiz, and computer ethics and security agreement. Contains 23 references. (EH)

ED 389 635   SO 025 322

Stepenoff, Linda Kay
Design and Implementation of an Inter-Cultural Studies Program for Young Children.
PUB DATE- Jan 94
NOTE- 180p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; *Cultural Education; Cultural Enrichment; Cultural Interrelationships; Cultural Pluralism; Culture; Elementary Education; *Intercultural Programs; *Interdisciplinary Approach; Intergroup Education; *Multicultural Education; Private Schools; *Social Studies

Brown, Jeffrey L.; And Others
A Sustainable Development Curriculum Framework for World History and Cultures.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.; Geraldine R. Dodge Foundation, Morristown, NJ.; Guadalupe Educational Programs, Inc., Salt Lake City, UT.; National Environmental Education and Training Foundation, Washington, DC.
PUB DATE- 91
NOTE- 296p.; Funding also received from the Allied Signal, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Culture; Economic Development; Environmental Education; *Global Approach; *Global Education; *Justice; Natural Resources; *Science and Society; Secondary Education; Secondary School Curriculum; Social Studies; *Sustainable Development; *World History

This resource book provides methods and resources for teachers to integrate global issues and sustainable development concepts into a high school curriculum focusing on world history, world cultures, world geography, or global studies. The resource book contains 12 chapters. Chapter 1 is "Sustainable Development and World History and Cultures." Chapter 2 is "Student Objectives." Chapter 3 is "Methods for Infusing Sustainable Development in World History and Cultures Courses." Chapter 4, "Sample Lessons," contains: (1) "Introduction"; (2) "What's in a Name?"; (3) "Values and Sustainable Development"; (4) "Introduction to Sustainable Development"; (5) "Cultural Assumptions and Sustainable Development"; (6) "Africa and the Industrial Revolution"; (7) "Worldviews of Development"; (8) "The Quality of Life and Sustainable Development"; and (9) "Decisions for a 'Developing' Nation." Chapter 5, "An Analytical Framework for Sustainable Development," includes: (1) "Introduction"; (2) "Sample Questions"; (3) "Definitions and Examples"; and (4) "Sources." Chapter 6, "Annotated List of Lessons for Teaching Sustainable Development," contains: (1) "Introduction"; (2) "Sample Placement of Lessons"; (3) "Annotated List of Lessons"; (4) "Sources"; and (5) "Index to the Annotated List of Lessons." Chapter 7 identifies courses for the inclusion of teaching sustainable development. Chapter 8, focusing on resources, is divided into three sections. The first section is a core selection of videos; the second section lists videos organized topically; the third secton focuses on Africa. Also listed in this chapter are: sources of audiovisuals; bibliography; free publications; and resource organizations. Chapter 9 provides "A Guide to Action for Sustainable Development." Chapter 10 suggests "Test Questions." Chapter 11 provides further readings on sustainable development. Chapter 12 provides a glossary for the concepts presented. (EH)

ED 389 657   SO 025 729

Gutman, Amy
Democratic Education.
PUB DATE- 87
NOTE- 321p.; For a related journal article, see EJ 415 842.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)

PUB DATE- 95
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Agriculture; Educational Equipment; Educational Facilities; Higher Education; Knowledge Base for Teaching; Off Campus Facilities; *Preservice Teacher Education; Program Evaluation; Secondary Education; *Teacher Education Programs; *Teacher Role; Teaching Skills; *Vocational Education

This report describes a proposal for a preservice teacher education program to prepare agricultural education teachers for the 21st century. The paper identifies and defines the critical roles agricultural education teachers must perform in the 21st century and recommends specific preservice teacher education practices. After an introduction, the first section describes six specific teacher roles and the skills and knowledge needed for each: (1) facilitator of learning; (2) understander of the learner; (3) program developer; (4) administrator; (5) professional educator; and (6) role model and mentor. The second section explores the development of a preservice curriculum and describes specific courses based on guidelines suggested by the National Council for Accreditation of Teacher Education, State Teacher Education and Certification Standards, and the Standards for Quality Vocational Programs in Agriculture/Agribusiness Education. Section 3 examines teaching methods for effective presentation of the preservice agricultural teacher curriculum. Section 4 covers resources and facilities needed for effective preparation of preservice agricultural education teachers, including instructional and support facilities, instructional equipment, off-campus facilities, and funding sources. Section 5 discusses recruitment, selection, and retention of students. Section 6 covers faculty selection. Section 7 examines program evaluation. Section 8 outlines the elements that distinguish the proposed preservice program from other preservice teacher education programs in agriculture. Section 9 looks at issues and problems associated with developing a preservice teacher education program in agriculture in each of the areas described. (Contains 68 references.) (ND)

ED 389 677 SP 036 321

Love, Cathleen; And Others
Teaching Strategies To Facilitate Learning.
PUB DATE- 94
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Concept Formation; *Cooperative Learning; Educational Games; Elementary Secondary Education; Experiential Learning; Family Life Education; Group Activities; Home Economics; Induction; *Instructional Innovation; *Learning Strategies; Lesson Plans; Moral Development; Problem Solving; Social Studies; Teacher Student Relationship; Teaching Methods; Teaching Styles; Thinking Skills
IDENTIFIERS- Suchman Inquiry Method; Synectics; Thelen Group Investigation

Teaching is a complex act requiring expertise relative to content, students, and the myriad of alternatives available to listing of teaching strategies. (Contains 11 references.) (JB)

ED 389 695 SP 036 339

Gullatt, David E.; Tollett, John R.
Educational Law: A Relevant Course for All Teacher Education Programs.
PUB DATE- Mar 95
NOTE- 25p.; Paper presented at the Annual Spring Conference of the Louisiana Council of Professors of Educational Administration (Natchitoches, LA, March 29-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; Higher Education; Legal Problems; Legal Responsibility; *Preservice Teacher Education; Program Design; *School Law; *Teacher Attitudes; Undergraduate Study
IDENTIFIERS- *Louisiana

With professional educators becoming the target of litigation in increasing proportions and most state legislatures preparing 15-20 new laws per year dealing with educational issues, it is essential that teachers become advised of the impact of law on their classrooms and their activities. This study surveyed a sample of 480 Louisiana teachers on their undergraduate education in school law. Teachers were surveyed at 12 locations. Of the sample, 30 percent reported advanced study towards a Master's degree. Ninety-five percent of the sample reported taking no course in school law as a proportion of their undergraduate preparation. The teachers were concerned with the following legal issues: privacy factors related to student records and general students conversations, child welfare, evaluation and tenure issues, and attendance regulations. Many respondents expressed a beginning interest in all legal areas of education. Members of the sample who were working on graduate degrees reported apprehensions about legal issues regarding privacy of student records, all areas of student discipline, tort, performance indicators, discipline issues, special education issues, false accusations, federal funds distribution, liability insurance, student/teacher rights, and accountability. The paper recommends that a specific course in educational law be added to the preparation curriculum for undergraduate and graduate educators. The survey instrument is appended. (Contains 11 references.) (JB)

ED 389 696 SP 036 340

Belcher, Christopher D.; Williams, Wayne
Middle School Science Teachers' Perception of Textbook Congruency with Classroom Needs.
PUB DATE- Oct 95
NOTE- 26p.; Paper presented at the Annual Meeting of the Missouri Unit of the Association of Teacher Educators (Osage Beach, MO, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Active Learning; Elementary School Science; *Elementary School Teachers; Intermediate Grades; Junior High Schools; *Middle Schools; Professional Development; Science

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Classroom Communication; Classroom Techniques; Educational Strategies; Elementary Secondary Education; *English (Second Language); Immersion Programs; Language Attitudes; Language of Instruction; *Language Role; Language Skills; Language Usage; Parent Attitudes; *Program Design; Second Language Instruction; Second Language Learning; *Second Languages; Time Factors (Learning); *Young Children

A discussion of English-as-a-Second-Language teaching techniques and approaches for young children focuses on principles found to contribute to successful program development. First, characteristics of successful language immersion programs are outlined: parental involvement and support; students who are members of a majority group; positive attitudes toward the target language and culture; and optional participation. Additional principles of second language program design are then enumerated, including: a natural setting in which language can be used in a meaningful way; positive attitudes about the first language and culture; minimal code-switching; supportive home and school environments and adequate home language development; and attainment of a threshold level of linguistic competence in both languages. This implies that teachers provide broad exposure to the target language but allow response in the first language, emphasize spoken language in the early grades, allow experimentation with language, and include parents in language program planning and implementation. Teaching techniques should promote substantial student initiation of communication, and may incorporate role-playing and dramatization, literature, theme-based lessons and problem-solving, and discovery. Contains 13 references. (MSE)

ED 389 228 FL 023 448

Osburg, Sharon
Advanced Listening, Speaking, and Pronunciation Video Demonstration.
PUB DATE- 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Class Activities; Classroom Techniques; Communication Apprehension; Debate; Dialogs (Language); *English (Second Language); Feedback; Humor; Interpersonal Communication; *Listening Skills; News Reporting; Persuasive Discourse; *Pronunciation Instruction; Role Playing; Second Language Instruction; Skill Development; *Speech Skills; Story Telling; Student Evaluation; Student Projects; *Videotape Recordings; Writing Skills

Six class activities for 16 advanced students of English as a Second Language that used videotape recording are described. All are designed to improve pronunciation and general listening and speech skills, and all use videotaping and classroom and home playback for peer and self-assessment. The activities involve: (1) oral interpretation of jokes, humorous sayings, and stories; (2) role playing and impromptu dialogues; (3) brainstorming and debate; (4) creation of commercials; (5) transcription of news reporting and preparation of a news

South Dakota Public and Private Colleges and Universities: Fall 1994 Enrollment.
PUB DATE- Apr 95
NOTE- 133p.; Half the document is printed on colored stock.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; *College Students; *Enrollment; Enrollment Trends; Full Time Students; Graduate Students; *Higher Education; In State Students; Minority Groups; Out of State Students; Part Time Students; *Private Colleges; *Public Colleges; School Demography; State Universities; Student Characteristics; Tables (Data); Trend Analysis
IDENTIFIERS- *South Dakota

This publication presents data on enrollment at South Dakota's public and private colleges and universities at the close of the second week of the 1994 Fall Term. The 90 tables and two graphs present data by headcount and full-time equivalent enrollment. The first 32 tables present data on state supported public university enrollment and private institution enrollment tables covering topics like special or terminal students, graduate students, resident versus nonresident comparisons, nonresident student statistics, distribution by undergraduate and graduate categories, degree-credits, new registrants, student age and ethnic origin, and geographic origin. The next 29 tables present data on self-supported public university enrollment covering similar topics. The last 29 tables report unduplicated total public university enrollment on similar topics. Includes a glossary of terms, historical notes, and list of reporting institutions. (JB)

ED 389 249 HE 028 768

Tomlinson, Louise M.
Testimony: Public Hearing on the Recommendations of the Goal 5 Task Force Report of the National Education Goals Panel on Postsecondary Education and Collegiate Assessment.
PUB DATE- 16 Apr 93
NOTE- 17p.; Testimony presented at the National Education Goals Public Hearing at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Responsibility; *Educational Assessment; Educational Quality; *Education Work Relationship; Environmental Standards; Equal Education; Equal Opportunities (Jobs); Higher Education; *Partnerships in Education; School Business Relationship
IDENTIFIERS- *National Education Goals 1990

Tomlinson testified on Goal 5 of the National Education Goals, which states that "every major American business will be involved in strengthening the connection between education and work," and particularly on methods to assess progress toward that goal in higher education and postgraduate training. The testimony proposed that the National Education Goals should maintain a "check and balance" approach to progress assessment by evaluating how qualified businesses are to contribute to the competence of the target populations, what these businesses contribute to the partnership, and how they contribute. Participating businesses should demonstrate competence in

Relationship. CPB Research Notes, No. 80.
PUB DATE- Aug 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; Attitudes; *Audience Response; Blacks; Children; *Cultural Pluralism; Educational Television; Ethnic Groups; Hispanic Americans; *Minority Groups; National Surveys; *Programming (Broadcast); *Public Television; Spanish; *Television Viewing
IDENTIFIERS- Corporation for Public Broadcasting; Language Minorities

In May 1995 the Corporation for Public Broadcasting commissioned a national study into attitudes and perceptions about public television. The study was conducted by Yankelovich Partners under the Omnibus Survey and included Asian, Black, Hispanic, and White Americans. The results demonstrated that public television is a well-established and regularly viewed institution among the great majority of Americans. Awareness of public broadcasting was somewhat lower for Hispanics and viewing was lower among African-Americans, but among minorities overall, the programs most watched were those most watched by the country as a whole. Patterns of public television viewing paralleled those of television viewing overall. All viewers prized public television for its children's programming, its overall educational value, its freedom from violence, and its balanced and realistic portrayals of people from different races and ethnic backgrounds. Public television children's programs are evidently playing an important role in the households of racial and ethnic minorities. However, public broadcasters will have difficulty in serving more Hispanic viewers unless the issue of language is addressed. (Contains 16 unnumbered tables.) (SLD)

ED 389 269 IR 017 472

Reaching Older Kids with Public Television. CPB Research Notes, No. 81.
PUB DATE- Aug 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Age Differences; *Audience Response; Educational Television; *Preadolescents; *Programming (Broadcast); *Public Television; Surveys; *Television Viewing

Public broadcasting increased the number of programs for older children during the 1994-95 television season. Data from the Yankelovich Youth Monitor, a survey of 1,211 subjects aged 6 to 17 years, provide some information about response to these programs and give some insight into serving the 9 to 11 age group in particular. Television continued to be a significant part of the lives of American children, with the average child reporting viewing nearly 20 hours of television a week. About 23 percent of all children aged 6 to 11 years are using television at any time between 4:30 and 6 p.m. Children regard public broadcasting as generally suitable for family viewing. However, adding programs targeting older children has not increased their viewing. Older children remembered their preschool viewing favorably. While their viewing of public broadcasting has not increased with the additional programming, they are aware of these programs and are not neglecting them because of lack of awareness. It appears that stations can use and how they used oral discourse in the face-to-face and CSILE sessions. Results indicated that in the face-to-face condition, oral discourse is mainly a tool for pursuing or supporting others' individual learning goals, as opposed to constructing and pursuing collaborative ones. In the CSILE condition, students, through oral discourse, construct a joint problem-space, resulting in individual learning that is both a contribution to their own learning and the group's learning. A trace of each individual's process of learning and knowledge is recorded in the database, making it available for inspection, evaluation, and for building on and integrating by themselves or others. (AEF)

ED 389 288 IR 017 501

Pina, Antonio R. Bartolome
Interactive Multimedia in Western Education.
PUB DATE- Jun 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Interfaces; Costs; *Educational Objectives; Foreign Countries; Hypermedia; *Multimedia Materials; *Program Evaluation; Quality Control; Questionnaires; *Users (Information)
IDENTIFIERS- North America

The purpose of this study was to examine how end-users participate in the evaluation of multimedia programs in North America. Questionnaires were sent to over 100 projects (26 returned) focusing on instructional objectives. Results are discussed in terms of graphics, the user/machine interface, costs, program design, quality indicators, such as help and feedback availability and user control, team production, end-user participation, and the overall product quality, The following conclusions were made: (1) 50 percent of the educational programs were "information distribution programs"; (2) the hypermedia model is widely suited; (3) there was continuous evaluation during the production of the program and participation of end users in this evaluation; (4) an objective mechanism for quality control is not systematically used; (5) the multimedia programs depend heavily on the text; (6) the mouse is the most common interface for the user; and (7) the multimedia conception of communication is being used at a high and costly level by developers and at a low level by professors, due to authoring tools, and because there is no consideration of the personal costs, the differences between budgets have no relation to the quality of results. (Contains 25 references.) (AEF)

ED 389 289 IR 017 503

Plans & Policies for Technology in Education: A Compendium. A Technology Leadership Network Special Report.
PUB DATE- 95
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Boards of Education; Budgets;

Legislation
IDENTIFIERS- *Alabama; *Library Services and Construction Act

This document provides 11 extracts from Alabama state law and federal law concerning state implementation of federal public library programs under the Library Services and Construction Act (LSCA). These extracts are titled: (1) "Library Services and Construction Act (LSCA) State-Administered Program (34 CFR Part 770)"; (2) "Activities Allowable Under the State Plan"; (3) "Title I Small Library Development Grants"; (4) "Catalog of Title I Subgrant Opportunities"; (5) "Evaluation of Title I proposals"; (6) "Rules and Regulations for Title II"; (7) "Rules and Regulations for Title III"; (8) "Title III Subgrant Opportunities"; (9) "Professional Training Grants (LSCA)"; (10) "Bylaws of the State Advisory Council on Libraries"; and (11) "Rules and Regulations for Libraries Participating in the Net-lending Reimbursement Program." The law number is provided for each extract. Appended materials include a table of average material price, LSCA Notice of Intent forms and grant applications; instructions and applications forms for continuing education and professional training grants, and rules and regulations for supplemental state aid to public libraries. (MAS)

ED 389 310 IR 055 693

Micco, Mary; Popp, Rich
Developing an Information Infrastructure To Support Information Retrieval: Towards a Theory of Clustering Based in Classification.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.; Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 22p.; For a related journal article, see EJ 478 034.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Automatic Indexing; *Classification; College Libraries; Databases; Expert Systems; Higher Education; Hypermedia; *Information Retrieval; *Online Catalogs; *Search Strategies; *Subject Index Terms; Users (Information)
IDENTIFIERS- *Cluster Based Retrieval; *Dewey Decimal Classification; Indiana University of Pennsylvania; Information Infrastructure; Library of Congress Subject Headings; MARC; Natural Language; Prototypes

Techniques for building a world-wide information infrastructure by reverse engineering existing databases to link them in a hierarchical system of subject clusters to create an integrated database are explored. The controlled vocabulary of the Library of Congress Subject Headings is used to ensure consistency and group similar items. Each database becomes a system object, and each package within the database is assigned a subject cluster based on its content. An expert system matches the user profile to the information package best suited to need and locates the appropriate database. This is supplemented by a machine-generated natural language mapping scheme to lead the user into the clusters of interest. For the prototype, an object-oriented hypermedia user interface was developed, using MARC records. Packages are grouped into subject clusters consisting of the classification number and the first subject heading/keyword assigned. Use of a hierarchical classification number (Dewey number) makes it possible to broaden or narrow a search at will. It is anticipated that the system will be useful to searchers and will also provide a basis for automated indexing. Fifteen computer prototype screens are presented as

*Library Funding; Library Planning; Models; Philanthropic Foundations; Private Financial Support; *Public Libraries; Public Support; Trusts (Financial)
IDENTIFIERS- Challenge Grants; Small Libraries; Special Collections (Library)

This book is a compilation of advice on library fundraising through the presentation of real-life case studies. Contributors offer both recommendations and caveats based on their firsthand fundraising experiences in public and college libraries. Libraries of varying size and financial scale are represented in discussions of pursuing grants, launching capital campaigns, and setting up trusts and endowments. Chapters include: (1) "Endowed Book Funds: A Million Dollars, Step-by-Step, for a Small College Library" (Leland M. Park); (2) "Tufts University--Wessell Library Renovations" (Murray S. Martin); (3) "A Capital Campaign for a Small Public Library: Chanute, Kansas" (James Swan); (4) "Establishing a Library Foundation and a Fundraising Campaign" (Jennye E. Guy); (5) "The Challenge of the Challenge Grant: Johns Hopkins Library Endowment" (Kenneth E. Flower); (6) "Tulsa Library Trust" (Cathy Audley & Pat Woodrum); and (7) "The Role of Special Collections in Library Development" (Victoria Steele). An appendix describes the new Library Fundraising Resource Center, and an annotated bibliography contains 14 references. (BEW)

ED 389 329 IR 055 717

Young, Virginia G., Ed.
The Library Trustee: A Practical Guidebook. Fifth Edition.
PUB DATE- 95
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Administrator Guides; *Administrator Role; Board Administrator Relationship; Decision Making; *Governing Boards; Labor Relations; *Library Administration; Library Funding; Library Personnel; *Library Policy; Policy Formation; Public Libraries; Public Relations; *Trustees
IDENTIFIERS- Administrator Involvement; Trustee Responsibility; *Trustee Role; Volunteerism

This book defines the role and obligations of the library trustee in a wide range of situations and also discusses keys to successful communication between the trustee and library director, staff, and patron. Chapters are: (1) "The Trustee in Today's World" (F. William Summers); (2) "Duties and Responsibilities of Trustees" (Virginia G. Young); (3) "Qualifications and Appointment of Trustees" (Virginia G. Young); (4) "Organization of the Library Board" (Minnie-Lou Lynch); (5) "The Trustee as Policymaker" (Virginia G. Young); (6) "Trustee Relationships with Librarian and Staff" (Virginia G. Young); (7) "The Trustee and Labor-Management Relations" (Donald J. Sager); (8) "The Trustee and Planning" (Virginia G. Young and Minnie-Lou Lynch); (9) "Trustee Education" (Gene Martin and others); (10) "The Trustee and the Law" (Robert R. McClarren and Richard E. Thompson); (11) "The Trustee and Finances" (Herbert A. Davis); (12) "A Fundraising Primer for Public Library Trustees" (Glen E. Holt and Thomas F. Schlafly); (13) "The Trustee and Library Buildings" (Anders C. Dahlgren jobs; and a related need for economic growth through job creation. According to a 1994 national Gallup poll, 7 out of 10 high school students wanted to start their own business, but most showed remarkably little understanding of entrepreneurship. To provide students with entrepreneurial skills, educational efforts must focus on the following three attributes of entrepreneurship: (1) the identification of market opportunity and the generation of a business idea to address the opportunity; (2) the commitment of resources to pursue the opportunity in the face of risk; and (3) the creation of an operating business organization to implement the idea. A useful model for implementing and supporting an entrepreneurship program identifies three elements: an "initiator" able to identify market opportunities and lead others; a development team recruited by the initiator to assist with human resources, finance, marketing, selling, development, manufacturing, and quality management; and a constituent group of community members with a stake in the growth of the venture. Unfortunately, current curricula fail to even address the initiator element of entrepreneurship. To facilitate the needs of today's youth, educators must provide true entrepreneurship education by focusing the curriculum on the role of the initiator. Contains 14 references. (MAB)

ED 389 348 JC 950 561

Perkins, David Harris
Factors Contributing to Professional Growth at Assiniboine Community College.
PUB DATE- 95
NOTE- 121p.; Master's Degree project, Brandon University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; Educational Environment; *Faculty College Relationship; *Faculty Development; Foreign Countries; Job Satisfaction; *Performance Factors; Professional Development; *Teacher Attitudes; Two Year Colleges; *Work Environment
IDENTIFIERS- *Assiniboine Community College MB

A study was conducted to determine what the faculty at Assiniboine Community College (ACC), in Manitoba, Canada, perceived were major factors affecting their professional growth. A survey was developed and distributed to all 81 full-time instructional staff at ACC to obtain the data for the study. The data, based on responses from 55 faculty members, were subjected to t-tests for paired samples, factor analysis, and a stepwise multiple linear regression. The factors were grouped into five clusters: professional growth, logistical support, working environment, student issues, and external forces. The statistical analyses identified the following four factors found to significantly affect the faculty's professional growth: opportunities for advancement, policies and procedures, professional feedback, and staff development. In addition, statistical and content analyses of the data identified many factors where the faculty perceived significant differences between the existing situation at ACC and what they felt would be "ideal." Study conclusions included the following: (1) working conditions at the ACC were significantly different, usually worse, than conditions expected in the ideal situation; (2) faculty did show the negative attitude hypothesized in the study problem; and (3) a significant and

Smith, R. Scott
Using the IDEAL Problem Solving Method in Groups.
PUB DATE- Mar 95
NOTE- 8p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Cooperative Learning; Group Discussion; *Grouping (Instructional Purposes); *Group Testing; Higher Education; Learning Activities; Learning Strategies; *Problem Solving; *Psychology; Teaching Methods; Teaching Models

In introductory psychology courses, the desire to cover content can conflict with the desire to acquaint students with psychological thinking processes. The IDEAL method is a group problem solving quiz technique which addresses both of these goals. In the process, instructors choose key concepts from a given reading and divide the class into groups of four to six students. Each member of each group then chooses a concept to specialize in, completing concept sheets which compare and contrast their concept to other assigned concepts. Groups then determine how to apply their understandings of their concepts to common situations, such as when an individual decides to accompany a group to an event that they do not believe will be enjoyable. Testing is conducted in essentially the same format, with quizzes evaluated on the basis of how aspects of the scenario exemplify the concept in action or how the students apply the concept to the scenario in order to address the question. The advantages of this method for psychology classes are that it makes use of student learning and gives them practice with problem solving, critical thinking, and group interaction skills while teaching the content of the subject area. A disadvantage is that the amount of material covered must be reduced to allow for time spent on problem solving techniques and teamwork skills. A sample concept sheet is appended. (TGI)

ED 389 366 JC 960 011

Jacobsen, Rhonda Hustedt
The Soul of Active Learning: Connecting Psychology and Faith.
PUB DATE- 22 Mar 95
NOTE- 7p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Beliefs; Classroom Techniques; Course Descriptions; *Course Objectives; Epistemology; Experiential Learning; Higher Education; *Psychology; *Religion; *Religion Studies; *Teaching Methods
IDENTIFIERS- *Messiah College PA

"Active Learning" refers to activities that help students connect new academic subjects with previous knowledge and experiences. This paper is an outline of a senior seminar on making connections between psychology and the broader lives of

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Admission; *College Planning; Community Colleges; *Educational Administration; Educational Finance; Enrollment; *Enrollment Management; *Institutional Mission; *Mission Statements; *Organizational Development; School Holding Power; Student Personnel Services; Student Recruitment; Two Year Colleges
IDENTIFIERS- *Hudson County Community College NJ

In an effort to increase enrollment and move from a limited-mission institution emphasizing career-oriented programs to a comprehensive urban community college, Hudson County Community College (HCCC), in New Jersey, implemented a mission renewal process in 1993. The process included a review of mission statements from other comprehensive community colleges, surveys of college and external communities, an all-day mission forum, and the development of the new mission. The effort also involved the following measures to ensure quality: (1) the formation of a Task Force to develop a student retention plan, focusing on the institutional climate, student support, curriculum and instruction, and facilities; (2) staff development activities; (3) the implementation of such marketing enrollment strategies as newspaper advertisements, flyers, cable advertisements, and newsletters; and (4) strengthening general education, student information, and academic programs. The most dramatic evidence of success of the mission renewal process has been the significant increases in enrollment over the last few years, with an increase of 12% for fall 1993 and 15% for fall of 1994. Appendixes include an article from "Counsel: National Council for Marketing and Public Relations" (1995), describing HCCC's mission renewal process, reports generated in the mission renewal process related to retention and staff development, and a description of improvements related to budgeting and finances, accounting, management information systems, human resources management, plant operations, and facilities management. (TGI)

ED 389 384 JC 960 032

Cohen, Arthur M.; Brawer, Florence B.
The American Community College. Third Edition. The Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 539p.; For the second edition, see ED 309 828.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *College Administration; *College Curriculum; *College Faculty; College Instruction; *College Role; *Community Colleges; Compensatory Education; Educational Finance; Educational History; Educational Objectives; Futures (of Society); General Education; Governance; Liberal Arts; Student Personnel Services; Teaching Methods; Two Year Colleges; *Two Year College Students; Vocational Education

This book provides a comprehensive overview of community college education in the United States, emphasizing trends affecting two-year colleges in the past decade. Chapter 1 identifies social forces contributing to the development and expansion of and enthusiasm over resources available in the parent library. Training heightened teachers' sensitivity toward stressful situations not only with the children and their families, but also among the staff members themselves. (Nine appendices include parental and staff pre- and post tests, parent attendance and staff activity logs, staff evaluations of coping techniques, and the workshop outline. Contains 27 references.) (AP)

ED 389 402 PS 023 667

Bricklin, Barry
The Custody Evaluation Handbook: Research-Based Solutions and Applications.
PUB DATE- 95
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Custody; Childhood Attitudes; Children; Child Support; Child Welfare; Conflict Resolution; *Court Litigation; Divorce; *Evaluation Criteria; Parent Attitudes; *Parent Child Relationship; *Parenting Skills; Parents; Social Workers; Test Reliability

Three of the most challenging problems in the custody evaluation field follow from: (1) the difficulties involved in adapting data derived from group studies or traditional tests into a form for individual cases; (2) the absence of clear and compelling guidelines to aggregate the information collected in a comprehensive evaluation; and (3) the adversarial attitudes among custody disputants which make them disinclined to cooperate in making and maintaining any custody plan. This book addresses these challenges, describing some concepts found to be helpful in understanding parent-child interactions, essential targets of a truly comprehensive evaluation, and the dynamics of custody court proceedings. The book advocates a test-based approach to custody evaluation that measures how successful each parent actually is at the job of parenting. The book's chapters are: (1) "Loving the Courtroom"; (2) "Postdivorce Issues: Relevant Research" (3) "Congruent Communications: The Vital Roles of Symbol Systems and Information-Processing Strategies"; (4) Bricklin Perceptual Scales (BPS): Child-Perception-of-Parents Series" (5) "The Perception-of-Relationships Test (PORT); (6) "The Parent Awareness Skills Survey" (PASS); (7) "The Parent Perception of Child Profile (PPCP); (8) "Getting Accurate Information"; (9) Areas of Assessment"; (10) "Creating a Custody Plan: Aggregating and Weighting the Variables (with Michael H. Halbert); (11) "Communicating the Results of a Custody Evaluation"; (12) "Validity and Reliability Issues"; and (13) "Dilemmas in Child Custody Evaluations" including the importance of grandparents, allegations of sexual abuse, splitting up siblings, and hostile judges. Contains approximately 220 references. (HTH)

ED 389 403 PS 023 676

Solloway, Michele R., Ed.; Budetti, Peter P., Ed.
Child Health Supervision: Analytical Studies in the Financing, Delivery, and Cost-Effectiveness of Preventive and Health Promotion Services for Infants, Children, and Adolescents.

Family; *Poverty; Public Policy; Racial Factors; *Young Adults

This report describes the current status of families headed by persons under age 30, and compares the economic well-being of the current generation of young families in 1990 with that of young families in the 1970s and 1980s. The report documents falling incomes and growing poverty among young families, factors underlying young families' economic plight, and the consequences of falling incomes and rising poverty. The report found that the inflation-adjusted median incomes of young families with children fell by 32 percent between 1973 and 1990, and that the poverty rate for children in young families doubled in the same time period, from 20 to 40 percent. For the heads of young families with children, inflation-adjusted annual earnings fell by 44 percent between 1973 and 1990. The report recommends: (1) the enactment of a refundable children's tax credit; (2) the creation of a child support assurance system; (3) the creation of a national health plan; and (4) full funding for Project Head Start. An appendix provides information on the data used in the preparation of the report. (MDM)

ED 389 421 PS 023 742

Siu, Sau-Fong; Feldman, Jay
Success in School: The Journey of Two Chinese-American Families. Report No. 31.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Case Studies; *Chinese Americans; Chinese Culture; Cultural Differences; *Cultural Influences; *Educational Attitudes; Elementary Secondary Education; Extracurricular Activities; Immigrants; Longitudinal Studies; Parent Attitudes; *Parent Role; Parent Student Relationship; Preschool Education; *Socioeconomic Influences
IDENTIFIERS- *Asian American Students

This 3-year study examined how 10 Chinese-American families from various socioeconomic and educational backgrounds fostered their children's success in school through personal, family, ethnic community, and mainstream community resources, focusing on the experiences of two particular families. The study grouped the families into three types: (1) those in which at least one parent had been born in the United States and had gone through the American educational system; (2) those in which both parents were immigrants who did not attend school in the United States; and (3) those in which both parents were immigrants who had received some schooling in the United States. The study compares a Type 1 and Type 2 family through case studies of what two such families did to enhance their children's school achievement. It found that Type 1 families did not exhibit the intensive preschool academic preparation, close monitoring behavior, and protective stance associated with Type 2 immigrant families, since the Type 1 families were more secure in the sense that their children will be successful. (MDM)

ED 389 422 PS 023 743

Progress and Peril: Black Children in America. A Fact Book and Action Primer.

*Socioeconomic Influences; Teacher Effectiveness
IDENTIFIERS- Alberta (Calgary)

This report examines issues related to whether child care services are operated on a non-profit or for-profit basis, focusing on the use of public funds and child care quality in Canada. The report also presents the results of a study of child care quality at 14 non-profit and 36 for-profit child care centers in Calgary, Alberta, Canada. The study found that non-profit centers consistently offered child care that was superior to that offered by for-profit centers. However, the results also indicated that some non-profit centers exhibited poor quality care and some for-profit centers exhibited good care. The study also found that independent for-profit child care centers displayed a wider range of quality, had a higher proportion of staff between age 15 and 20, and were less likely to have clearly articulated procedures than chain for-profit child care centers. Seven appendixes provide a copy of the center survey and tables of analysis of variables (ANOVA) related to auspice, organizational structure, directors, and staff age, tenure, training, and remuneration. (Contains 36 references.) (MDM)

ED 389 442 PS 023 803

Doherty, Gillian; And Others
Child Care: Canada Can't Work without It. Occasional Paper No. 5.
SPONS. AGENCY- Canadian Advisory Council on the Status of Women, Ottawa (Ontario).
PUB DATE- 95
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Day Care; Early Childhood Education; *Educational Policy; Family Income; Financial Support; Foreign Countries; *Government Role; Models; Public Policy; *Socioeconomic Influences; Teacher Salaries; Work Environment
IDENTIFIERS- Access to Services; *Canada; Child Care Costs; *Child Care Needs

This report examines the status, funding, and accessibility of child care in Canada and presents recommendations for the federal government to improve access to quality child care for all Canadians. The report describes the purposes that can be served by child care and illustrates how it can advance social and economic objectives of national importance. Major concerns with current funding methods and affordability are identified, and the lack of child care spaces for low-income families is documented. The report also discusses the low salaries and inadequate working conditions of child care staff. The paper concludes by advancing 12 specific recommendations to improve child care access and quality, chief of which is that the federal government promote the long-term goal of a publicly-funded, universally-accessible, comprehensive and high quality child care system for all Canadians. Six appendixes include a list of child care grants in Canada, a description of the Canadian Assistance Plan (CAP) child care subsidy, data on child care costs by income level, an evaluation of various funding options, and a description of a comprehensive child-care service system in Grey County, Ontario, Canada. Contains 119 references. (MDM)

ED 389 443 PS 023 810

affordable family child care liability insurance, providing the names, addresses, and telephone numbers of four insurers. (MDM)

ED 389 462 PS 023 848

Burton, Alice; And Others
Valuable Work, Minimal Rewards: A Report on the Wisconsin Child Care Work Force.
PUB DATE- 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Child Caregivers; *Comparable Worth; *Compensation (Remuneration); *Day Care; Day Care Centers; Early Childhood Education; Family Day Care; Fringe Benefits; Health Insurance; Preschool Teachers; Public Policy; *State Surveys; *Teacher Salaries; Teaching (Occupation)
IDENTIFIERS- Child Care Needs; *Wisconsin

A 1994 state-wide survey examined the status of child care profession in Wisconsin. Surveyed were 326 family child care providers, 104 child care center directors, and 254 center teaching staff. Responses indicated that child care teaching staff have experienced a wage increase of just over 1 percent per year since 1988, and continue to earn low wages compared to other members of the work force, despite their relatively high level of education. Most centers offer limited health insurance or none at all and have high staff turnover, according to the survey. The survey also found that although family child care providers have experienced a 23 percent increase in earnings since 1988, they still earn low wages compared to other members of the work force. Finally, the survey found that most center directors do not receive fully-paid health insurance, and that their salaries are lower than administrators in other human services occupations. Most directors ranked improving teaching staff compensation as their top priority. Based on the survey, recommendations to improve the quality and availability of child care in Wisconsin include block grants, tax credits, and parental leave. (MDM)

ED 389 463 PS 023 849

Whitebook, Marcy
Salary Improvements in Head Start: Lessons for the Early Care and Education Field.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; Educational Policy; *Federal Programs; Financial Support; Guidelines; *Preschool Education; *Program Implementation; Teacher Attitudes; *Teacher Salaries
IDENTIFIERS- Head Start Improvement Act 1992; *Project Head Start; *Salary Enhancement

This report examines how Head Start programs have implemented teacher salary increases mandated and funded by the 1990 Head Start Expansion and Quality Improvement Act. It is based on quantitative data found in local grantees' and delegate agencies' reports to the Head Start Bureau on salaries and related questions, as well as qualitative data gathered from

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Anglo Americans; *Cultural Exchange; Cultural Interrelationships; Educational Development; Elementary Secondary Education; *Ethnic Relations; Foreign Countries; Government Role; *Hispanic American Culture; *Local Government; *Mexican American History; Mexicans; State History
IDENTIFIERS- *Mexico; *Texas

This book details the history of Texas between 1821 and 1836 and describes the two-way exchange of land, power, culture, and social institutions between the Anglo-American frontier and the Hispanic frontier. In 1821, when Anglos first began to settle in the Mexican state of Coahuila y Texas, Tejanos had had permanent settlements in place for nearly a century. The basic institutions of Tejano life and culture common to these settlements were a long-lasting influence on the evolution of local goverment and institutions in the republic and state of Texas. For example, the foundations of the Texas educational system can be traced back to Tejano influence. Tejanos struggled for a system that would allow state aid without sacrificing local control of education. In the decree of 1826, the municipal government of Bexar proposed that the state of Coahuila y Texas grant tracts of land to the municipalities, with the proceeds of that land to be used to fund schools. However, the most beneficial law of the Mexican period was Decree No. 299, which established the permanent school fund in 1833. Although many Anglos were slow to accept the Tejano philosophy of locally managed and funded education, the Republic of Texas president Mirabeau B. Lamar later signed into law an educational system patterned directly after the Tejano system. Additionally, Texas laws concerning public domain, mineral rights, water rights, homesteading, and community property, as well as Texas ranching traditions that tightly control methods of range and livestock management can be traced back to Hispanic traditions established in the pre-Anglo era. Although important aspects of Tejano society survived the Mexican period, Tejanos themselves suffered under both Mexican and Anglo domination during the Revolution and Republic years. By 1845, Tejanos had fled their land, and 40 of the 49 old Tejano ranchos passed into Anglo hands for a tiny fraction of their value. Contains 148 references and an index. (LP)

ED 389 482 RC 020 320

Archibald, Joanne; And Others
Organization of Educational Services in Sparsely Populated Regions of Canada.
PUB DATE- Jun 95
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; *American Indian Education; Canada Natives; Case Studies; Consortia; Educational Administration; Educational Change; Educational Cooperation; Educational Research; Education Service Centers; Elementary Secondary Education; Foreign Countries; *Intermediate Administrative Units; Rural Areas; *Rural Education; School Districts; Self Determination; *Shared Resources and Services; *Small Schools; *Technical Assistance
IDENTIFIERS- *Canada; Cooperative Educational Service Agencies

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Cultural Awareness; Cultural Background; Culture Conflict; Educational Attitudes; Elementary Secondary Education; Extended Family; *Family Life; Family School Relationship; *Hispanic American Culture; *Immigrants; Interviews; Marriage; Mexican Americans; *Mexicans; Parent Education; *Rural Family; School Attitudes; Sex Role; Values
IDENTIFIERS- *Latinos

Mexicans are the largest group of immigrants to the United States, and approximately 60-70 percent of this group comes from rural areas. This book challenges Anglo professionals in health care, education, and child care to learn more about families from rural Mexico and to incorporate this knowledge into their work. The book's content is based upon in-depth interviews with 27 Latino professionals; their direct quotes are combined into detailed descriptions of family beliefs and practices. Part I covers life in Mexico, attitudes about the United States, the frightening and sometimes dangerous experience of immigration, initial adjustments, housing, encountering prejudice and stereotypes, Latino values, the role of the Catholic church, and family structure. Part II focuses on the beginning years as a family, including attitudes toward marriage, having children, family planning, pregnancy, childbirth, postpartum care, early infant care, baptism, machismo and sex roles, and parent roles. Part III is concerned with child-rearing practices up to the teen years and covers play, television viewing, sleep, eating, toilet training, children's temperament and personality, limit setting with babies and older children, girls' and boys' roles, and family time. Part IV discusses school experiences of immigrant Mexican children and their parents; compares schooling in the United States and Mexico; and examines issues related to special education, adolescent development, gang involvement, and dropping out. Part V discusses health care concerns, folk healing, and communication with patients. Appendices contain the interview questions; background of Latino professionals interviewed; a map of Mexico; and lists of suggested readings, parenting education curricula, and Latino organizations. (SV)

ED 389 499 RC 020 363

Morton, Claudette
Creativity Versus Dollars: How Rural Schools in One State Have Maintained or Improved Their Extra-Curricular Programs in the Face of Funding Cuts.
PUB DATE- Oct 95
NOTE- 24p.; Paper presented at the Research Forum of the National Rural Education Association (Salt Lake City, UT, October 4-8, 1995). Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- *Athletics; Budgeting; *Extracurricular Activities; High Schools; Institutional Cooperation; *Retrenchment; *Rural Schools; School Districts; *School Size; School Surveys; Small Schools; State Surveys; Tables (Data)
IDENTIFIERS- *Montana

Extracurricular activities are an important part of students' lives in small-town Montana. In 1994, the Montana state legislature cut its share of funding to public schools by 4 percent, raising concerns about what would be cut and whether

2) students scored higher when tests lacked large percentages of drawings or diagrams while other tests (digestion and circulation 1) showed gains when large amounts of diagrams were included. Contains 19 references. (MVL)

ED 389 516 SE 056 783

Fuller, Steve
Multiculturalism and Science Education: A Test Case for Social Epistemology.
PUB DATE- 19 Apr 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Interrelationships; *Educational Philosophy; *Epistemology; Foreign Countries; Higher Education; Learning Theories; *Multicultural Education; *Rhetorical Theory; Science Education; *Science Education History

Social epistemology is an effort to combine the philosophical theories of science that have stressed normative approaches to knowledge with sociological theories which are weak on offering guidance on how knowledge policy should be conducted. The practice of multiculturalism provides a useful application of social epistemological intervention, mainly because the phenomenon of "multiculturalism" escapes the usual philosophical and sociological ways of understanding knowledge. Multiculturalism is not to be confused with the mere recognizing of others' culture, but rather the infusing of the minor culture into the major culture. Problems arise when the major and minor cultures are fearful of any changes to the current modes of thinking and knowledge acquisition. It is noted that many cultures have quickly adapted and infused the Western views of science, bringing to light the importance of studying and practicing multiculturalism. Contains 14 references. (MVL)

ED 389 517 SE 056 786

Jegede, Olugbemiro J.; Taylor, Peter C.
The Role of Negotiation in a Constructivist-Oriented Hands-On and Minds-On Science Laboratory Classroom.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Constructivism (Learning); Foreign Countries; *Hands on Science; Process Education; Science Education; Science Experiments; Secondary Education; *Teacher Student Relationship

Constructivist classroom environments are characterized by student engagement in science processes and manipulating experimental materials with experiential teaching of specific science concepts. Constructivist classrooms are where teachers build models of students' science knowledge, students participate actively in determining the viability of their own constructions, learning is interactive, cooperative and

Silver, Edward A.
Shuffling the Deck To Ensure Fairness in Dealing: A Commentary on Some Issues of Equity and Mathematics Education from the Perspective of the QUASAR Project.
SPONS. AGENCY- Ford Foundation, New York, N.Y. Education and Research Div.
PUB DATE- Oct 95
NOTE- 12p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177. For related papers, see SE 057 179-180.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; Elementary Secondary Education; *Equal Education; *Mathematics Education; *Socioeconomic Influences; Teaching Methods
IDENTIFIERS- *QUASAR Project (Mathematics Education)

This paper is a reaction to a plenary address, "Fairness in Dealing: Diversity, Psychology, and Mathematics Education" by Suzanne Damarin (SE 057 179). The issues of intentionality, institutional and instructional practices, identity development, and assessment are addressed in regard to the Quantitative Understanding: Amplifying Student Achievement and Reasoning (QUASAR) Project, a mathematics education reform project that has been supporting and studying the design and implementation of innovative instructional programs in middle schools serving economically disadvantaged communities. The QUASAR program was designed to address the persistent historical association of poverty and low achievement in mathematics by providing students in schools in low income communities with access to mathematics instruction that heavily emphasizes understanding, reasoning, and problem solving rather than memorization and imitation. One conclusion reached is that, just as it is important for students to develop an identity as knowers and doers of mathematics, it is equally important for mathematics educators to develop an identity as knowers and doers of equity. Contains 21 references. (MKR)

ED 389 539 SE 057 182

Kaput, James J.
A Research Base Supporting Long Term Algebra Reform?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Oct 95
NOTE- 26p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177. For reaction papers, see SE 057 183-184.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Educational Change; Elementary Secondary Education; Integrated Curriculum; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- *Reform Efforts

eighth grade mathematics students showed that their conceptions of what it means to do mathematics were predominantly traditional in nature. The survey was repeated in the spring, when these students had experienced 9 months of a reform-oriented class. The spring survey showed that students were in many respects more open in their acceptance of alternative activities. The majority of students, however, still felt strongly that "listening to the teacher explain" should be included in a conception of school mathematics. There were also strong negative opinions among a majority of students about writing journals in a mathematics class. (Author)

ED 389 563 SE 057 206

McNeal, Betsy
Fact Families as Socially Constructed Knowledge.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Observation Techniques; *Constructivism (Learning); *Elementary School Mathematics; Elementary School Students; Grade 3; Mathematics Education; *Number Concepts; Primary Education

This paper explores the process by which mathematical knowledge is socially constructed. Interactional analysis of a lesson on fact families shows how one third-grade mathematics class negotiated the meanings of writing a number sentence for a picture and a fact family. In the course of classroom interactions, teacher and students shifted the lesson's focus from number sentences that represented physical images to permutations of 3 numerals around 2 operation symbols. (Author)

ED 389 564 SE 057 207

Price, Terry M.; Adams, Verna M.
A Theory of Second-Generation Constructions.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Concept Formation; *Discussion (Teaching Technique); *Division; Grade 7; Junior High Schools; Junior High School Students; Mathematics Instruction
IDENTIFIERS- *Second Generation Constructions

When a student begins to appropriate an idea from classroom discourse, the idea is likely to be perceived incompletely because the speaker's understanding of the idea cannot be conveyed in its entirety through the discourse. Under the guidance of the teacher, the discourse serves to stimulate further development of the idea itself, the development of connections to existing knowledge, and its use in constructing

1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Black Students; Case Studies; *Family Influence; High Schools; *High School Students; Interviews; *Mathematics Achievement; Mathematics Education; Social Influences; *Student Motivation
IDENTIFIERS- *African Americans

Consonant with the current concern for achievement of minority students, the two action research projects described in this paper use interviews and case studies of 10 African American high school students to address some issues related to motivation in the learning of mathematics, particularly as this motivation concerns aspects of the family structures of which these students are a part. The data support the suggestion found in the literature that high motivation to learn mathematics is more readily achieved in African American students from two-parent homes. However, motivating factors are complex; among other factors, a negative role model effect is described in contrast to the motivating effect of a relationship with a caring adult who values mathematics learning. (Author/MKR)

ED 389 588 SE 057 232

Gregg, Diana Underwood
Gender-Related Differences in Interaction Patterns in Elementary School Inquiry Mathematics Classrooms.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Mathematics; *Elementary School Students; Grade 2; Grade 3; *Group Dynamics; *Interaction; *Mathematics Instruction; Primary Education; *Sex Differences; Teaching Methods

The purposes of this study were to: (1) identify interaction patterns that emerged during mathematics instruction in elementary school classrooms that established an "inquiry" mathematics tradition, (2) describe any gender-related differences in these patterns, and (3) attempt to account for the presence or absence of such differences. Preliminary analysis suggests that aspects of an inquiry approach to mathematics instruction may have had a positive impact in providing gender-equitable learning opportunities for boys and girls. (Author/MKR)

ED 389 589 SE 057 233

Ajose, Sunday A.
Mathematics Education Research on Minorities from 1984 to 1994: Focus on African American Students.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.

capitalize fully on computing technology and that are focused on concepts and applications instead of on execution of by-hand symbolic manipulation routines, their well-established routines of thinking about mathematics and its teaching no longer apply in seamless fashion. This case study, a part of which is reported here, examines the ways that an experienced teacher who participated in Computer-Intensive Mathematics Education (CIME), a 4-week program on the teaching and learning of mathematics in technology-intensive environments, confronted some of the mathematical issues inherent in technology-intensive mathematics. This report gives some insight into one teacher's understanding of functions, independent variables, and parameters, and the ways that this understanding interacts with her use of the new computing tools. (Author)

ED 389 612 SE 057 256

Azim, Diane S.
Preservice Elementary Teachers' Understanding of Multiplication Involving Fractions.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Structures; College Students; Elementary Education; *Fractions; Higher Education; Mathematics Education; *Multiplication; Preservice Teacher Education
IDENTIFIERS- *Preservice Teachers; Teacher Candidates

This research focused on preservice elementary teachers' understanding and reconstruction of understanding about multiplication in the domain of fractions. At the start of the study, 44% of the 50 preservice teachers studied reported that they had a method for reasoning about multiplication with fractions, and 28% were able to describe a situation modeled by multiplication with a fraction operator. Although reasoning individually, the preservice teachers revealed common dimensions of understanding--about taking fractional parts of non-unit wholes and about numerical effects, referents for results, and the invariance of multiplication--as they reconceputalized multiplication with fractions. "Sense" of multiplication and "sense" of fraction relationships were forms of reasoning that supported the re-conceptualization process. (Author/MKR)

ED 389 613 SE 057 257

Lloyd, Gwen; Wilson, Melvin R.
The Role of One Teacher's Mathematical Conceptions in His Implementation of a Reform-Oriented Functions Unit.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

This paper addresses the problem that children in the school were not participating in relevant inter-cultural studies that were contextual and interactive. The study was conducted in a private, tuition-based, enrichment program which included a kindergarten during school hours and an afterschool program for kindergarteners through fifth graders. The school was located in a southwest U.S. metropolitan city and had an enrollment of 115 students. A curriculum model was designed and implemented to use intercultural studies in a multidisciplinary, integrated, and play-oriented approach. The 12-week implementation phase involved the assimilation and dissemination of information about selected cultures into 'hands-on' activities that incorporated basic learning components and life skills. The model was transferable to other teachers, alternative units, holidays, and for verbal use by the children. Samples of the model are included. Contains 29 references. (EH)

ED 389 636   SO 025 330

Hausmann, Howard S.
Promoting Positive Socialization in Fourth Grade Students through Intergenerational Mentoring.
PUB DATE- Aug 94
NOTE- 99p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperation; *Grade 4; Intercultural Programs; *Intergroup Education; *Intergroup Relations; Intermediate Grades; Interpersonal Relationship; *Mentors; Modeling (Psychology); Role Models; Significant Others; *Social Integration; *Socialization; Social Networks

This practicum was designed to bring together first and third generations in a caring, supportive, mentoring classroom atmosphere. The study was conducted in a co-educational K-5 public elementary school with 90 percent white enrollment. The subjects were from three fourth-grade classrooms, each with 28 heterogeneous students. Volunteer, retired citizens were recruited to guide, encourage, and socialize with fourth grade students during the school day. Data analysis showed that children responded favorably to intergenerational mentoring in the classroom. Student responses on pre- and post-practicum questionnaires affirmed their sense of increased pride and accomplishment. Students and adults responding to the pre- and post-practicum questionnaires showed an increased mutual appreciation and understanding. The survey instruments are appended. Contains 24 references. (EH)

ED 389 637   SO 025 400

Klages, Ellen; And Others
When The Right Answer is a Question. Students as Explainers at the Exploratorium.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Exhibits; Institutes (Training

DESCRIPTORS- *Citizen Participation; *Citizen Role; *Citizenship; *Citizenship Education; *Citizenship Responsibility; Civics; Community Responsibility; Elementary Secondary Education; Higher Education; Political Attitudes; Social Responsibility; Values; Values Education

This book defends the democratic ideal of education and elaborates its implications for educational practices in the United States today. The volume contends democracy is not merely a political process of rule by majorities or pluralities, but it is also a political ideal of a society whose adult members are, and continue to be, equipped by their education and authorized by political structures to share in ruling. Chapters in the book include: (1) "Introduction: Back to Basics"; (2) "States and Education"; (3) "The Purposes of Primary Education"; (4) "Dimensions of Democratic Participation"; (5) "The Limits of Democratic Authority"; (6) "Distributing Primary Schooling"; (7) "The Purposes of Higher Education"; (8) "Distributing Higher Education"; (9) "Extramural Education"; (10) "Educating Adults"; and (11) "Conclusion: The Primacy of Political Education." (EH)

ED 389 658 SO 025 731

Kyker, Keith; Curchy, Christopher
Television Production: A Classroom Approach. Instructor Edition.
PUB DATE- 93
NOTE- 396p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Audio Equipment; *Film Production; Photographic Equipment; Photography; Postsecondary Education; Secondary Education; Television; *Television Curriculum; Video Equipment; Visual Arts

This text serves as a guide covering basic aspects of television production leading to complete production of video yearbooks and news shows. Each lesson is divided into eight sections: (1) objectives; (2) vocabulary; (3) lesson text, which encourages production related ideas on practical application as well as theory; (4) review questions; (5) activities; (6) a project plan; (7) a project evaluation sheet; and (8) notes to the teacher. Early projects are described in precise detail, later projects leave room for student and teacher interpretation. The instructor edition, which includes the student editions, is organized into 5 sections that are subdivided into chapters. The introductory section includes: "Using This Book and Teaching Television Production" and "Television Production Facilities and Equipment." Part 1, student edition, book I, presents: "Chapter 1: Beginning Television Production" with 7 lessons on the topic; and "Chapter 2: Curriculum Integration: Videotaping School Events and Activities." Part 2, student edition, book II, offers: "Chapter 1: Intermediate Television Production" with 8 lessons; "Chapter 2: Advanced Television Production"; "Chapter 3: Movie Magic: Creating Entertaining Video Shorts"; and "Chapter 4: Your Future in Video." Part 3, supplementary activities, includes: "Chapter 1: Making Memories: School-Based Video Yearbook"; "Chapter 2: In-Service for Fellow Educators"; and "Chapter 3: Adult and Community School Instructional Opportunities." The last section, appendixes, include: "A: Questions from the Floor: Answers to the Most Commonly Asked Questions about Television Production"; "B: Organizing a Cable TV Show"; "C: Organizing a Live bring the two together in meaningful ways. This monograph is designed to assist teachers in examining and altering their own teaching practices and in transforming the classroom from a place of "dull sameness" to an environment where excitement reigns and student growth is at the forefront. The teaching strategies outlined all emphasize active student involvement, a focus on student collaboration, and development of thinking skills. Discussion of each strategy includes an overview describing the approach, providing a rationale for its use and resources for further information about the strategy, followed by a specific lesson plan, usually focusing on some aspect of home economics or family life which uses the strategy. The teaching strategies discussed are: (1) concept attainment; (2) inductive thinking; (3) cooperative learning; (4) Jigsaw, a specific cooperative learning strategy; (5) Thelen's Group Investigation, a group approach to problems of social significance; (6) Social Science Inquiry; (7) Suchman Inquiry which emphasizes independent and disciplined inquiry; (8) games and simulations; (9) synectics, a creative group problem solving process; and (10) moral development. (Contains 22 references.) (ND)

ED 389 678 SP 036 322

Schultz, Fred, Ed.
Multicultural Education 95/96, Second Edition. Annual Editions.
PUB DATE- 95
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cultural Differences; Cultural Pluralism; Curriculum Design; Educational Philosophy; Elementary Secondary Education; *Ethnic Groups; Futures (of Society); Higher Education; Individual Development; Intellectual Disciplines; *Multicultural Education; *Preservice Teacher Education; Racial Identification; Sexual Identity; Teacher Education; *Teaching Methods
IDENTIFIERS- *Diversity (Groups)

This volume contains 36 articles on education taken from a wide array of magazines, newspapers, and journals in the public press appearing between 1992 and 1994. Unit 1 contains six articles that discuss the importance of a multi-cultural curriculum in sensitizing students to an integrated world society. Unit 2 contains four selections that examine some of the major issues being debated on how to effectively integrate the multi-cultural dynamic into teacher education programs. Unit 3 contains five selections that examine the dynamics of integrating multi-cultural education into the discipline of education. Unit 4 contains four articles that consider the interconnections between gender, social class, racial or ethnic heritage, and primary cultural values. Unit 5 contains seven articles that review how curriculum and instruction must be formulated to sensitize young people to the multi-cultural reality of a national civilization. Unit 6 contains seven articles on exploring some of the ways students succeed or fail in culturally pluralistic school settings. Unit 7 contains three selections that address the concerns that must be kept in mind for future improvement of the educational system. Includes an index and forms for reviewing and rating articles. (Many articles contain references.) (JB)

ED 389 679 SP 036 323

Education; *Science Teachers; *Secondary School Teachers; Sex Differences; State Standards; Teacher Attitudes; *Textbooks; Textbook Selection
IDENTIFIERS- Middle School Students; Missouri

This study examined how middle science teachers perceive the textbooks they use and how their perceptions varied with their personal attributes and professional backgrounds. A questionnaire was sent to 79 middle school science teachers in Missouri, and 66 responded. The questionnaire was designed to determine the teachers' perceptions about the quality, usability, and congruency of their respective textbooks. The data indicated a general positive acceptance by the teachers towards their textbooks. However, 30 percent did not feel that their current textbook was congruent with the state-mandated objectives. About 25 percent of respondents thought their text book did not provide activities that encouraged the student-as-the-worker or provided for active learning. It also appeared that teachers who had attended a national science conference within the previous 3 years approached their curriculum more critically. Teachers who were involved in a team plan tended to have a more positive outlook on their textbook's ability to provide a proper mix of lower and higher order questions. Also, female teachers appeared to be less critical of their textbook and less confrontational about district policy issues. Overall, the research indicated that teachers who participated in professional conferences were more critical and more aware of the needs of the learner. The appendix contains the survey instrument and data tables. (Contains 16 references.) (JB)

ED 389 697 SP 036 342

Research in the Classroom: Eighth Annual Report of Research Projects Conducted by Educators in Their Classrooms 1993-94.
SPONS. AGENCY- Colorado State Dept. of Education, Denver. Special Education Services Unit.
PUB DATE- Feb 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Research; Communication Skills; Educational Researchers; Elementary Secondary Education; Genealogy; Grade 3; Immersion Programs; *Learning Disabilities; Listening Skills; Mathematics Education; Music Education; Phonics; Reading; Special Education; Special Education Teachers
IDENTIFIERS- Colorado; *Teacher Researchers

This publication contains reports on eight research studies proposed, developed, and conducted by special education teachers in their own classrooms. The projects are: "Chapter 1 and Special Education Working Together To Activate Students' Participation in Applying Math through the Use of Technology" (Megan Haynes Blancett and Carol Nollsch); "A Modified Math Curriculum To Enhance Learning for High-Risk and Learning Disabled Third Grade Math Students" (Christine Tapia); "Immersed in Print" (Georgette Colasanti); "Using Phonic Icons To Improve Decoding Skills" (Jerry Schmitz); "Using Music To Enhance Skill Acquisition and Retention in Primary Students with Learning Disabilities" (Randee Bergen); "Genealogy: Multicultural Approach to American History for Integrated Learning Disabled Students at the Secondary Level" (Sharon Boatwright, Ken Huff, Matt Gruebmeyer, and Marilyn Lyle); "Assisted Listening Devices To Improve Listening Skills in LD Students with Receptive Language Delays and/or ADD/ADHD and Students Rated as Having Poor Listening Skills by Their broadcast; and (6) transcription of an English narrative told by a friend. The activities are designed to reduce inhibitions about speaking in English, provide practice in improvising in English in real-life situations, teach use of persuasion and information-giving, promote creativity, and integrate listening, reading, and writing in English. One student's narrative is included. (MSE)

ED 389 229 FL 023 449

Orr, Thomas; And Others
An Analysis of Lexical Frequency and Discourse Need for Instructive Purposes. Technical Report 95-5-002.
PUB DATE- 17 Apr 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Science; Computer Software; Discourse Analysis; *Educational Needs; English (Second Language); *English for Special Purposes; Foreign Countries; *Freshman Composition; Higher Education; Second Language Instruction; Technical Writing; *Vocabulary; *Word Frequency; Writing Instruction

The report details a study to identify vocabulary needed by Japanese students of English as a Second Language to function successfully in college computer science courses and research laboratory apprenticeships. The vocabulary was then to be taught in the first two semesters of freshman English composition. The study involved development of simple computer software and administration of an electronic questionnaire and individual interviews. The software was designed to study lexical frequency in the published annual review of the university's school of computer science and engineering. Software specifications are given here. The resulting vocabulary is also presented, in four categories: university academic vocabulary; university physical environment vocabulary; people-related vocabulary; and computer science discourse vocabulary. It was found that most of the words students need to know to negotiate computer science content materials in English are words common to general English rather than words of a semi- of highly technical nature. Contains 17 references. (MSE)

ED 389 230 FL 023 450

Rasmussen, Ole Elstrup
The Discontinuity of Human Existence, Part I. The Fundamental Concepts of Human Existence and the Relation between the Singular and the Super Singular. No. 50.
PUB DATE- 94
NOTE- 36p.; For related documents, see ED 379 354 and FL 023 452.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; *Beliefs; *Cognitive Psychology; *Economics; *Entrepreneurship; Epistemology; Individualism; *Individual Power; *Phenomenology; Philosophy; Social Influences
IDENTIFIERS- *Discontinuity

The first in a series of three reports on philosophy of human existence focuses on human activity in the economic context, or more specifically, the role of the entrepreneur. A variety of treatments of entrepreneurship in the literature of economics contributing to this goal in ways that are supportive of and informative of environmental ethics and socio-economic equity. Specifically, (1) student participants in partnerships should be able to demonstrate how or why each level of skill that they learn contributes to the ultimate product, goal, or gain; (2) high-tech instructional services should employ staff to assist users in developing competencies; (3) student support service programs for disadvantaged and minority college students should be established where they do not exist and carefully assessed where they are in place; and (4) critical thinking, communication, and problem solving assessments should include relevant, contemporary tasks. Attached are the text of Goal 5 and a list of assessment elements. (JB)

ED 389 250 HE 028 769

Metcalf-Turner, Phyllis
School-University Collaborations: An Examination of Faculty Perceptions and Attitudes.
PUB DATE- 9 Nov 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College School Cooperation; Cooperative Programs; Elementary Secondary Education; Group Dynamics; Higher Education; *Partnerships in Education; *Professional Development Schools; Program Development; *Program Implementation; Public Schools; Public School Teachers; *Schools of Education; Teacher Attitudes; Teacher Education

This study investigated faculty perceptions and attitudes toward organizational change in colleges and schools of education with regard to building collaborative partnerships with public school professionals. The purpose of the study was to confirm the existence of and describe the collaboration formation process within the conceptual framework of Professional Development Schools (PDSs). An inquiry-based, qualitative research design was employed. The basic unit of analysis was the College of Education. Seven research institutions were chosen using purposeful sampling. Sixty-two individual interviews were conducted with selected deans, faculty members, teachers, and relevant stakeholders. A prescribed set of open-ended questions was used to conduct the interviews. Specifically, questions focused on the structural, process, and political dimensions of creating collaborative relationships. The results of the study revealed that there is a clearly defined process that is virtually identical across all seven institutions of higher education involved in establishing PDSs. Collaboration as a process appeared to involve several distinguishable phases of development namely: formalization and conceptualization, centralization in terms of who governs what, when, and how; and implementation of a mutually agreed upon event to initiate the collaboration process. Equally important were the issues of administrative support and politics, which were perceived to be influential in the collaboration formation process. (Contains 48 references.) (Author)

ED 389 251 HE 028 770

Mowrer-Popiel, Elizabeth

their facilities and community ties to create activities that encourage public television viewing. (SLD)

ED 389 270 IR 017 474

Parr, Dorothy T.
Increasing Social Awareness and Geographical Skills of Fourth Grade Students with Technology, On-Line Communications, and Cooperative Activities.
PUB DATE- 95
NOTE- 57p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Computer Networks; Computer Uses in Education; *Cooperative Learning; *Educational Technology; *Elementary School Students; *Geography; Grade 4; Grades (Scholastic); Intermediate Grades; *Interpersonal Competence; Online Systems; Practicums; *Social Studies; Student Attitudes; Student Interests; Student Motivation

A practicum was designed to interest and motivate students to participate in social studies, an area in which lack of motivation has caused many elementary students to do poorly. An active learning, cooperative, and collaborative approach to social studies was taken with a class of 30 fourth graders. Through cooperative learning, simulated touring, thematic units, technology, and online communication, students became interested in social studies to the point that social studies became their favorite activity during "free time." Online experiences were provided through the National Geographic Society Kids Network project "What Are We Eating?" in which 12 schools located throughout the United States worked cooperatively. Analysis of the data revealed that the goals set forth for the practicum were met. Not only did the students become interested in social studies, but the new attitudes and participation were reflected in improved report card scores. Cooperative grouping and learning were essential elements of the approach. Appendix A lists 15 curriculum resources, and Appendix B gives telephone numbers for state instructional plans. (Contains 5 tables and 49 references.) (Author/SLD)

ED 389 271 IR 017 475

Castleman, Jacquelyn B.
Decreasing Computer Anxiety and Increasing Computer Usage among Early Childhood Education Majors through a Hands-On Approach in a Nonthreatening Environment.
PUB DATE- 95
NOTE- 62p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Computer Anxiety; Computer Literacy; *Computer Uses in Education; Early Childhood Education; Educational Technology; Higher Education; Knowledge Level; Methods Courses; Practicums; *Student Attitudes; *Training
IDENTIFIERS- *Hands on Experience; *Preservice Teachers

This practicum was designed to lessen the computer anxiety of early childhood education majors enrolled in General Curriculum or General Methods courses, to assist them in learning more about computer applications, and to increase the amount of time spent using computers. Weekly guidelines were given to the

Copyrights; *Educational Administration; Educational Facilities; *Educational Planning; *Educational Policy; *Educational Technology; Elementary Secondary Education; Equal Education; Information Sources; Policy Formation; *School Districts; Staff Development
IDENTIFIERS- Internet; *Technology Plans

This document shows how education leaders nationwide--many of them part of the National School Boards Association's 345-district Technology Leadership Network--have addressed technology-related policy issues such as copyright, purchasing, network/Internet use, and ethics as well as technology planning topics including staff development, classroom application, school/community communications, facilities and maintenance, equitable access and others. Plan and policy excerpts, including detailed budgets, from over 35 school districts are featured, and the plans of two school districts, Penn-Harris-Madison (Indiana) and Orange County (Florida), are reprinted in full. Appendices include a "toolkit" of planning tips for school administrators and board members, a resource list that offers additional avenues for investigating technology planning and policy-making issues, sample survey forms and job descriptions, and contact information for school districts mentioned in the compendium. (AEF)

ED 389 290 IR 017 504

Bailey, Gerald D.; And Others
Leadership & Technology: What School Board Members Need To Know.
PUB DATE- 95
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Boards of Education; *Educational Administration; Educational Change; *Educational Development; *Educational Planning; *Educational Technology; Information Sources; Leadership; Models; Staff Development
IDENTIFIERS- *Technology Plans

Board members' role in technology implementation ranges from prompting development of technology plans to gathering community support for funding technology initiatives; they need substantial knowledge to enable them to ask the right questions, absorb new information, make good decisions, set appropriate policies, and lead confidently as technology and their districts develop. This document opens with a six-step model for how boards can assist in their district's technology planning process, then offers tips and exercises to help school boards develop as teams, work with school administrators, and overcome a natural hesitancy toward change. A section is provided recommending top books and journals that board members should review regularly in order to keep up with the opportunities technology offers schools. Topical issues--such as whether computers should be placed in labs or classrooms, when to seek alternative funding sources, how to deter software piracy, why staff development needs special attention, developing safe online networking behaviors, understanding assistive technology for special education, and conducting technology-supportive public relations--are treated in a discussion-guide format backed by factual information and resources. Each topic begins with by a central question, background information, tips for success, traps to avoid, and illustrations. (SLD)

ED 389 311 IR 055 694

Tuten, Jane H., Comp.; Jones, Beverly, Comp.
Allocation Formulas in Academic Libraries. Clip Note #22.
PUB DATE- 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Libraries; *Budgeting; College Libraries; Higher Education; Library Acquisition; Library Administration; Library Expenditures; *Mathematical Formulas; *Resource Allocation

Libraries have always had to determine how to allocate resources for the purpose of purchasing materials. As budgets shrink and as information becomes more open, objective methods of allocating funds become more attractive. This Clip Note examines the use of formulas in the smaller institution academic environment. It identifies elements used in allocation formulas and provides guidelines for college and small university libraries that want to implement formulas in their budget allocation process. A variety of sample documents are presented representing many different types and methods of applying formulas, including weighted, unweighted, percentage-based, and narrative description. (Author)

ED 389 312 IR 055 695

Senator, Rochelle B.
Collaborations for Literacy: Creating an Integrated Language Arts Program for Middle Schools. Greenwood Professional Guides in School Librarianship.
PUB DATE- 95
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Integrated Library Instruction; Creative Dramatics; Enrichment Activities; Information Technology; Inquiry; Integrated Activities; Interdisciplinary Approach; Junior High Schools; *Language Arts; *Librarian Teacher Cooperation; *Literacy; Literature; *Middle Schools; Planning; Problem Solving; Staff Development; Storytelling

This book, composed of nine chapters, provides a guide for creating an interdisciplinary literacy program for middle schools. The first part of the book, which incorporates chapters 2-4, describes the role of the media specialist when literature is the content to be taught. The second part, incorporating chapters 5-7 describes the role of the media specialist using integrated language arts as a tool for assessing information, reading and integrating the information, and communicating the results of this process. The last two chapters extend the collaborative efforts to elementary and high schools and describes collaborative planning by teachers and library media specialists. The chapters are: (1) Creating an Integrated Language Arts Program through Collaboration with the LMS; (2) Inquiry Teaching in a Literature-Based Program;

and Charles E. Reid); (14) "The Trustee as Advocate" (Carol C. Henderson and Joan Ress Reeves); (15) "The Trustee and the State Library Agency" (William G. Asp); (16) "Federal Support for Libraries: A Guide for Trustees" (Ray M. Fry); (17) "Standards for Public Libraries" (Karen Krueger); (18) "The U.S. National Commission on Libraries and Information Science: Purpose and Functions" (Peter R. Young); (19) "Participation in Library Systems" (Frederick J. Raithel and Gina J. Millsap); (20) "Technology in the Modern Public Library" (Jean Thibodeaux Kreamer); (21) "The Trustee and Public Relations" (Peggy Barber and Gloria T. Glaser); (22) "The Trustee and Intellectual Freedom" (Judith F. Krug and Anne E. Penway); (23) "Trustees and Friends: A Natural Partnership" (Sandy Dolnick); (24) "Volunteers in the Library" (Linda Bennett Wells); (25) "Trustee Activities at the State, Regional, and National Levels" (Virginia M. McCurdy); (26) "Public Libraries and the Challenge of Preservation" (Thomas W. Shaughnessy); and (27) "The Trustee in Tomorrow's World" (Virginia G. Young). Thirteen appendices offer suggestions for director and trustee orientation and evaluation, various principles of intellectual freedom, guidelines for policymaking, budget checklists, sample bylaws, rules for library volunteers, and tips on forming a friends group. (Contains 30 references.) (BEW)

ED 389 330   IR 055 719

Miller, Elizabeth B.
The Internet Resource Directory for K-12 Teachers and Librarians, 95/96 Edition.
PUB DATE- 96
NOTE- 227p.; For the 94/95 edition of the Internet Resource Directory, see ED 375 822.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Access to Information; Annotated Bibliographies; Art; Computer Science; Cultural Pluralism; Disabilities; Drama; *Educational Resources; Electronic Mail; Elementary Secondary Education; Geography; Information Networks; *Information Sources; Language Arts; Mathematics; Media Specialists; Music; Professional Development; Reference Services; Sciences; Second Languages; Social Studies
IDENTIFIERS- Electronic Journals; Electronic Newspapers; *Internet; Listservs; World Wide Web

This directory is the second in an annual series of Internet guides for educators and librarians, and provides tips on access to, as well as addresses for, online resources that support the K-12 curriculum and supplement school library core collections. The listings in the catalog are limited to free and frequently updated resources; over 300 new annotated listings have been added to encompass electronic journals and newspapers, e-mail discussion groups, free-nets, and world wide web sites. Resources are grouped topically, with chapters on art, music and drama; foreign languages; language arts; math and computer science; science; social studies and geography; reference; and school library media applications. Other features include information about national, state, and regional networks, resources for the educator's professional development, and a discussion of the benefits of Internet access for disabled or culturally diverse students. A bibliography and index are also provided. (BEW) negative relationship was found between several factors and the professional growth of faculty. Recommendations for addressing faculty concerns and data tables are included. Contains 42 references. The survey instrument is appended. (Author/TGI)

ED 389 349 JC 950 566

Kalina, Michelle; And Others
Funds for Instructional Improvement: Pre/Co/Advisory Requisite Study.
SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Community Colleges; Course Evaluation; *Curriculum Evaluation; *Instructional Effectiveness; *Outcomes of Education; *Prerequisites; *Required Courses; Student Attitudes; Success; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In 1994, the Chancellor's Office of the California Community Colleges funded a study to determine the effect of pre-, co-, and advisory requisites on target course outcomes at nine community colleges. Quantitative data were gathered on student success in target courses and retention, while qualitative data were collected through spring 1994 surveys of student perceptions of requisites and faculty perceptions of student preparedness in target courses. The study also considered the degree of curriculum alignment between required course exit and target course entrance requirements, as well as the degree of instructional alignment between target course outcomes and actual curriculum and strategies used in the classroom. Outcomes were gathered for 7,512 students grouped by those who completed requisite courses and those who did not. Students who completed prerequisite or advisory courses in computational and communication skills were found to be more successful in target courses than students who did not. In addition, results from faculty and student surveys were very similar to those of the quantitative data. Instructional alignment of target courses ranged from moderately to highly aligned, with requisites having a positive effect on student outcomes. Age was the only additional measure beyond requisite preparation that had any effect on student outcome, with older students more likely to succeed than younger students. The student survey instrument is included. (TGI)

ED 389 350 JC 950 567

Sim, Laura
Abstract of Title 5 Regulations (Matriculation Model District Policy) Regarding Prerequisites, Corequisites and Advisories on Recommended Preparation.
PUB DATE- 6 Mar 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

students. It is assumed that, for many undergraduate students, basic understandings of human nature are linked to the religion, faith, and spirituality fostered in their homes. The senior "capstone" course at Messiah College (Pennsylvania), for example, begins with a fairly objective and analytical comparison of data drawn from psychology and religion. A range of logical options for connecting theological and scientific theories is discussed to help students identify their own religious or theological convictions and epistemological presuppositions. The second part of the course deals with the effect of faith on human behavior or the study of human behavior to provide practical rather than theoretical examples of the interaction between religious faith and behavioral science. The final section of the course focuses on more individualistic and personal connections between psychology and spirituality. Students are exposed to stories of others who have connected the spiritual dimension of human life and the world around them. The purpose of this segment is to engage students in personal meaning-making. Student evaluation data for the course are consistently positive. Fifteen suggested texts are included. (TGI)

ED 389 367 JC 960 012

Gregg, Virginia R.; And Others
Using Feature Films To Promote Active Learning in the College Classroom.
PUB DATE- Mar 95
NOTE- 13p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Audiovisual Aids; *Classroom Techniques; College Instruction; *Curriculum Development; Educational Media; *Films; Higher Education; *Learning Activities; Learning Modalities; Multimedia Instruction; *Psychology; Teaching Methods; Undergraduate Study; Visual Learning

Using feature films to teach undergraduate psychology courses can promote active learning for several reasons. Films can reach students with a variety of learning styles, including those with a visual approach to learning. Also, students seem to enjoy commercial films and their use can help decrease levels of monotony from daily lectures. Feature films also provide a context that relates psychological concepts and theories to students' real life experience and illustrate different viewpoints in a situation which may expose students to diverse perspectives and experiences. Feature films can be incorporated into the classroom by designing a course solely around the use of film, showing clips or segments of movies to supplement lectures and discussion, or showing one or two films during the term. Activities that can be used with films include having students write a diary of experiences similar to those seen in personally or socially relevant films, or teaching research methodology by asking students to identify and operationalize constructs evident in the films. Films may be selected from film guide books; computerized services; and/or suggestions from peers, students, and colleagues. Instructors should view films before using them for violent language and content and be community colleges and the continuing changes in institutional purpose. Chapter 2 examines shifting patterns in student characteristics and goals, reasons for the predominance of part-time attendance, participation and achievement among minority students, attrition issues, and the most recent data on student transfer rates. Chapter 3 utilizes national data to illustrate differences between full- and part-time faculty and discusses issues related to tenure, salary, workload, faculty evaluation and preparation, moonlighting, and burnout. Chapter 4 reviews modifications in college management stemming from changes in institutional size, the advent of collective bargaining, reductions in available funds, and changes in governance and control. Chapter 5 describes funding patterns and their relationship to organizational shifts. Chapter 6 discusses the stability of the colleges' instructional forms and the use of instructional technology. Chapter 7 considers student personnel functions, including counseling, guidance, recruitment, retention, orientation, and extracurricular activities. Chapter 8 traces the rise of occupational education toward a central position in the curriculum. Chapter 9 focuses on remedial and developmental programs and addresses controversies surrounding student mainstreaming and restrictive programming. Chapter 10 examines adult and continuing education, lifelong learning, and community services. Chapters 11 and 12 examine curricular trends and controversies in the liberal arts and general education. Chapter 13 describes research efforts in and about community colleges, while chapter 14 addresses philosophical and practical questions regarding the transfer function and the colleges' role in enhancing progress toward higher degrees. Finally, chapter 15 offers projections for college demographics, organization, curriculum, instruction, and student services. Contains 45 pages of references. (MAB)

ED 389 385 PS 023 195

Schunk, Dale H.
Learning Goals and Self-Evaluation: Effects on Children's Cognitive Skill Acquisition.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting and Exhibit of the American Educational Research Association (San Francisco, CA, April 18-22, 1995.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 4; Intermediate Grades; *Learning Processes; Mathematics Skills; *Performance Factors; Self Efficacy; Self Evaluation (Individuals); *Student Educational Objectives; Student Motivation

This study explored the conditions under which learning goals might be more effective than performance goals in raising achievement outcomes. Following a pretest, 40 fourth-grade students received instruction and practice on fractions operations. Half of the students were provided with the goal of learning how to solve problems (learning goal); the half were given a goal of solving problems (performance goal). All students in each goal condition evaluated their progress in skill acquisition. Results of the posttest indicated that, compared to the performance goal, the learning goal led to higher self-regulated performance, self-efficacy, skill, task orientation, self-evaluations, and self-satisfaction, as well as lower ego orientation. Self-evaluation and self-satisfaction scores correlated positively with self-efficacy, skill, and

SPONS. AGENCY- Health Care Financing Administration (DHHS), Washington, DC. Medicaid Bureau.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 95
NOTE- 420p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Case Studies; *Child Health; Children; Child Welfare; Dental Health; Environmental Influences; *Health Care Costs; *Health Insurance; Health Needs; Health Programs; *Health Services; Lead Poisoning; Mental Health; *Preventive Medicine; Public Health; Screening Tests; State Agencies
IDENTIFIERS- *Access to Health Care; Maternal and Child Health Services; Medicaid; School Based Services

This report presents findings of a George Washington University Center for Health Policy Research (CHPR) multi-year project to conduct analytical studies on the financing, delivery, and cost effectiveness of child health supervision services. Against a backdrop of decline in private sector coverage for children, a growing number of children living in poverty, and major health care reform efforts, the goal of the CHPR project was to identify and examine health systems problems in three major areas: access and financing, organization and delivery, and cost and effectiveness. The resulting studies are presented as follows: (1) "An Overview of Health Insurance Coverage and Access to Child Health Supervision Services" (Michele R. Solloway); (2) "Private Health Insurance Coverage of Preventive Benefits for Children" (Margaret A. McManus and Karen Hertz); (3) "A 20-Year Retrospective of Child Health Supervision" (Jerome A. Paulson and Michelle R. Solloway); (4) "Ensuring Adequate Health Care Benefits for Children and Adolescents" (Peter P. Budetti and Claire Feinson); (5) "Informing State Medicaid Providers about EPSDT Early and Periodic Screening, Diagnostic and Treatment Program (Michele R. Solloway and Others); (6) "Barriers to Full Participation in EPSDT and Possible Strategies for the Maternal and Child Health Bureau" (Michele R. Solloway); (7) "Medical Managed Care: A Briefing Book on Issues for Children and Adolescents) Harriette B. Fox and Margaret A. McManus); (8) "State Implementation of OBRA '89 EPSDT Amendments within Medicaid Managed Care Arrangements" (Hariette B. Fox and Lori Wicks); (9) "Population and Selective (High Risk) Approaches to Prevention in Well-Child Care" (Barbara Starfield and Patrick Vivier); (10) "Estimating Costs and Savings from Preventive Child Health Proposals" (Donald N. Muse); (11) "The Role of Outcomes, Effectiveness, and Cost-Effectiveness Research in Child Health Supervision" (Peter P. Budetti and others); (12) "Cross-National Comparisons of Well-Child Supervision" (Barbara Starfield and Jennifer Harlow); (13) "Environmental Health and Child Health Supervision: A Case Study of Childhood Lead Poisoning" (Bradley R. Pine and others); (14) "Pediatric Oral Health" (Arthur Nowak and others); (15) "Adolescent Preventive Mental Health Services" (Anne L. Ducey and Michelle R. Solloway); and (16) "Health Supervision and School Health Services for Children" (Michelle R. Solloway and others). Many of the studies include tables and appendices. (HTH)

ED 389 404 PS 023 689

Van Oudenhoven, Nico
Intervention for Children: The Role of Programme Developers.
PUB DATE- Jun 94

PUB DATE- 93
NOTE- 144p.; Prepared by the Black Crusade for Children.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Black Community; Black Employment; Black Family; *Black Youth; *Change Strategies; *Child Health; Economically Disadvantaged; Equal Opportunities (Jobs); Low Income Groups; Poverty; *Quality of Life; Racial Differences; Racial Factors; Social Problems
IDENTIFIERS- Childrens Defense Fund

Geared primarily toward the black community and published by the Children's Defense Fund, this report provides background materials and statistical data which communicate the status of black children in America and what can be done to improve it. There are 3 sections in the report. Part 1 describes the conditions of black children and the continuing inequality between white and black children despite the extraordinary progress made in dismantling legal segregation and discrimination. Part 2 provides a beginning action checklist for various black networks, including parents, organizations, members of the black community, coaches, health and social service professionals, school board members, principals, business leaders, record and entertainment companies, churches, and college students. Part 3 contains an overview and detailed tables of black and white child status in a range of areas, including health, education, employment, crime, and childbearing and sexuality. The report concludes with an appendix containing additional tables of data on areas including: (1) the chances of a black child in America living in poverty relative to a white peer; (2) poverty rates in various U.S. states and cities; and (3) an immunization schedule. (JW)

ED 389 423 PS 023 745

Standards & Procedures for Voluntary Accreditation of Programs for Infants and Toddlers in Missouri.
PUB DATE- 93
NOTE- 101p.; For related documents, see ED 258 689 and PS 023 746-747.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Day Care; Educational Improvement; Evaluation Criteria; *Infant Care; Infants; Institutional Evaluation; Preschool Education; Quality Control; *Self Evaluation (Groups); Standards; *State Standards; Toddlers
IDENTIFIERS- Missouri

This document is the self-study portion of the Standards and Procedures for Voluntary Accreditation of Early Childhood Education Programs in Missouri. The self-study, an opportunity for programs to demonstrate their ability to meet certain standards, consists of quality indicators under 6 major headings: (1) provide a healthy and safe environment (47 major indicators); (2) foster physical and intellectual growth and development and creative expression (34 major indicators); (3) build positive self-concept and individual strength (14 major indicators); (4) develop and maintain positive interaction of children and adults (10 major indicators); (5) communication

Mould, Claire
The Influence of Teachers' Learning Stance on the Effectiveness of the Early Learning of Four Year Olds in Schools in England.
PUB DATE- Sep 95
NOTE- 73p.; Paper presented at the Annual European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Foreign Countries; Group Dynamics; *Kindergarten; *Learning Modalities; Preschool Education; Teacher Attitudes; *Teacher Effectiveness; Teacher Role; *Teacher Student Relationship; Teaching Styles
IDENTIFIERS- England (Birmingham)

This paper provides a critical analysis and evaluation of the relationship between 4-year-old children and teachers in 10 reception (kindergarten) classes at schools in Birmingham, England. It is based on in-class observations and collaborative, action research that focused on the interactions between the children and their teachers, including 300 2-minute observations of children and 250 2-minute observations of teachers. The study found that the greater part of the interactions between teachers and children were brief and informal, and that the children were intuitively active and curious learners. It also found that the highest levels of child involvement were recorded during paired and independent activities, with the lowest levels during directed, whole-class activities. The paper argues that young children's development will be hindered unless teachers adopt an open learning stance, and that teachers must be open to constructive criticism and genuinely prepared to change. An appendix comprising half the paper contains four sets of graphs depicting the statistical results. (MDM)

ED 389 444 PS 023 812

McMillan, Daniel C.; Vigil, Herminia J.
The Status of Child Nutrition Programs in Colorado.
PUB DATE- Apr 95
NOTE- 155p.; For the 1994 report, see ED 371 874.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Breakfast Programs; Elementary Secondary Education; Eligibility; *Enrollment Trends; *Federal Programs; Food Service; *Lunch Programs; *Nutrition; Nutrition Instruction; Program Descriptions; School Districts; *State Programs; State Standards
IDENTIFIERS- *Colorado; National School Lunch Act 1946; Nutrition Education and Training Program; Special Milk Program; Summer Food Service Program

This report provides descriptive and statistical data on the status of child nutrition programs in Colorado. The report contains descriptions of the National School Lunch Program, school breakfast programs, the Special Milk Program, the Summer Food Service Program, the Nutrition Education and Training Program, state dietary guidelines, Colorado NETPRO (Network for Professionals) food service training program, eligibility requirements for free and reduced price meals, food program revenue sources, and a summary of new meals initiatives. The meetings with Head Start personnel. The report found that programs paying the lowest wages for each job category in 1992 reported the largest increases between 1992 and 1994, and that significant salary differences for each job category exist among programs. It also found that the educational level of Head Start teachers increased between 1992 and 1994, and that turnover rates remained relatively constant over the same period. The report recommends increased funding for the salary improvement project, improved salary data collection and dissemination, management training for program administrators to help them better implement the program, and improved program guidelines. Three appendices provide information on data sources, salary tables, and a list of the national Head Start regions. Contains 17 references. (MDM)

ED 389 464 PS 023 867

Conway, Dana
Improving Prosocial Skills through Developmentally Appropriate Strategies and Activities in a Prekindergarten Classroom.
PUB DATE- 95
NOTE- 57p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adjustment (to Environment); Aggression; Altruism; Change Strategies; Cognitive Development; Cooperation; *Curriculum Development; Educational Strategies; Instructional Improvement; Instructional Innovation; *Interpersonal Competence; Learning Activities; *Preschool Children; Preschool Education; *Prosocial Behavior; Social Influences
IDENTIFIERS- *Developmentally Appropriate Programs

By means of a series of educational activities over 8 months, this practicum study sought to institute a prosocial curriculum for preschool children. The curriculum was meant to teach trust, autonomy, and skills for handling aggressive feelings. Subjects were 18 four- and five-year-old children. Activities exposed children to areas such as: (1) physical differences and abilities; (2) body awareness, especially in relation to space and motion; (3) concepts of smoothness, touch, gentleness, and roughness; (4) awareness of sounds and of the emotions potentially connected to them; (5) development of a sense of trust and self-control; (6) the value of partnerships; (7) conflict resolution skills; and (8) kindness. Activities promoting these concepts were conducted for approximately one half hour each school day. Results showed that, although some children have trouble adapting to group environments, increasing their sense of autonomy and trust assists in their adaptation. Exposure to violence is a difficult force to counteract; however, activities which communicate the consequences of violent behavior can decrease this behavior. Children developed prosocial skills, gained in emotional development, and increased their abilities to cooperate and to resolve conflicts peacefully. (Three appendices include pre- and posttest results of the Personal/Social Skills Rating Scale. Contains 35 references.) (JW)

ED 389 465 PS 023 868

Naber, Martha B.
Increasing Application of Developmentally Appropriate Practice by Childcare and Head Start Staff Following Trainings.
PUB DATE- 95
NOTE- 57p.; Ed.D. Practicum Report, Nova Southeastern University.

This report identifies and examines current approaches to the provision of second- and third-level services in provincial school systems serving remote areas of Canada, and assesses the applicability of these approaches for First Nations schools. Second-level services are typically provided at the school board or system level and include curriculum adaptation, consultants, legal advice, and program implementation. Third-level services are offered by the provincial ministry and include curriculum development, research, evaluation, policy development, and general goals or standards for education. A literature review examines advantages and disadvantages of small school-community contexts, the central question of equity regarding rural student access to a variety of programs and educational benefits, and trends in administrative organization toward cooperation and sharing. Eleven case studies describe and analyze educational innovations in sparsely populated areas of Canada and the United States. Each case describes clients served; types of educational support services; financing and scope of services; control, decision making, and accountability; adaptations; and outcomes. Five developments were initiated by governments primarily in response to political and economic factors, three came about because of school board action to solve problems and improve services, and three were the result of communities driven by minority cultural aspirations. Organizational arrangements include cooperative services agencies, consortia, multidistrict school boards, interdistrict cooperative agreements, a distance learning center, and (U.S.) regional educational laboratories. In all cases, the emphasis was on decentralization, collaboration, and local control. However, collaborative processes are slower than hierarchical ones; implementation of cooperative arrangements was usually slow and sometimes painful. The last section of the report addresses implications for Aboriginal use of provincial educational services. The goal of self-determination must guide decisions about how services, practices, and policies from non-Native education institutions are screened and adapted to First Nations schools. Appendices contain 86 references, student and parent survey results, and other data collected in the study. (LP)

ED 389 483   RC 020 322

Mulkey, David
Education in the Rural South: Policy Issues & Research Needs.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Mar 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Economic Development; Educational Change; Educational Finance; *Educational Policy; *Educational Research; Elementary Secondary Education; Equal Education; Family School Relationship; Human Capital; Research Needs; *Rural Development; *Rural Education; *School Community Relationship; School Districts; *State Departments of Education
IDENTIFIERS- Education Economy Relationship; *United States (South)

This report overviews policy issues and research needs related to rural education in the South, focusing on educational systems in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia. It is generally accepted that extracurricular activities would be affected. A survey of 228 Montana school districts (47 percent of total) found that 88 had made no cuts, 89 had cut supplies and equipment, but only 17 had cut extracurricular activities. Activities most likely to be cut were basketball at the lower grades, cross-country, and track. Participation fees, fund raisers, booster clubs, and ticket sales provided extra revenue for some districts. The extent of school activities during the 5 years ended 1994-95 was examined for the 180 high schools that participated in competitions sanctioned by the Montana High School Association (MHSA). MHSA oversees 16 categories of competitive activities, including various sports for boys and girls and speech and drama. The availability of activities was somewhat a function of size and resources. The largest ("AA") schools all offered 13 of 16 categories of activities, while 78 percent of "A" schools offered at least 10 activities. Of the 99 smallest ("C") schools, 71 percent had consistently offered only 4 of the 16 MHSA possibilities. Class-B and Class-C schools frequently formed activity cooperatives to save on coaching and facility costs. Includes 15 data tables and 6 graphs. (SV)

ED 389 500 RC 020 366

Moreau, Richard A.; McIntire, Walter G.
Selected School District Factors and Grade Eight Pupil Achievement in Maine.
PUB DATE- Oct 95
NOTE- 10p.; Paper presented at the Annual Meeting of the National Rural Education Association (Salt Lake City, UT, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Expenditure per Student; *Grade 8; Junior High Schools; Rural Schools; *School Districts; *School District Wealth; Socioeconomic Status; Teacher Qualifications; Teacher Student Ratio
IDENTIFIERS- *Maine

The relationship between educational expenditures and pupil achievement has been a topic of increasing interest to legislators, school boards, and more recently, the courts. This paper examines the relationships among various measures of school district wealth and spending, other school district characteristics, and student achievement within the context of a state with a majority of small and rural school systems. Data were collected from all Maine elementary school districts that provided instruction to five or more students in grade 8 in 1991-92. For each of the 193 districts studied, pupil achievement was measured as mean grade-8 scores on the Maine Educational Assessment Tests for the 3 years ended 1991-92. Four school district characteristics differentiated between the 30 highest-achieving and the 24 lowest-achieving districts. High-achieving districts spent more per pupil, had a larger property tax base per pupil, had higher median family income, and employed a higher percentage of elementary teachers with a graduate degree. Achievement was not significantly related to pupil-teacher ratio or district tax levies. Higher percentages of elementary teachers with graduate degrees were found in school systems with higher levels of per pupil expenditures and higher median family incomes. The expected correlation between achievement and socioeconomic status was somewhat smaller than has been found nationally, perhaps because of Maine's generally low income levels. (SV) collaborative. The philosophical, psychological and pedagogical models for science teaching within the paradigm of constructivism are congruent with encouraging both "hands-on" and "minds-on" approaches in science laboratories with respect to a number of issues which include: preparation, pacing, need for attention, negotiation of social norms and negotiation of meanings. Arising out of the constructivist epistemology, therefore, is the need to use negotiated learning pedagogy in a constructivist-oriented science classroom. Given the socially active nature of science laboratory classes characterized by the need to exchange information, the use of negotiated learning pedagogy is even more compelling. If negotiation is to become an integral part of science teaching, teachers need to know what it means and how to identify and classify types of negotiation which go on in their classes. At the moment, the literature indicates a void in this area which needs to be filled as science educators aspire to appropriate use of constructivist pedagogy for meaningful teaching and learning of science. This study therefore investigated the sorts of teacher/student negotiation which can occur in a school science laboratory and attempted to find out if the types of negotiation identified could be grouped meaningfully. Using a case study approach which utilized a participant observation technique, seven groupings of negotiation were identified from several learning events within science practical classes of a selected teacher. The implications of the results together with the difficulties associated with structuring a constructivist science class to accommodate negotiation as a significant part of science teaching strategies are discussed. (Author)

ED 389 518 SE 056 787

Kaufman, Judith S.; And Others
Thinking about Science through Memory Work.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Constructivism (Learning); Higher Education; *Learning Processes; Learning Strategies; Long Term Memory; *Metacognition; *Science Education

Memory work has potential usefulness as a method of helping students explore their relationship to science. Students have multiple early experiences with the natural world, but often these experiences are divorced from their school-based learning. It is known, however, that students use their informal experiences of the natural world in their construction of scientific concepts. A potentially significant consequence of the use of memory work as a curriculum strategy for students is their recognition that they weave their own understanding into their knowledge construction. This recognition can be empowering for self-directed, motivated scientific exploration and learning. Five women social and life scientists came together with the intent of exploring memory work as theory and method. Since January of 1994 they met twice a month and each session was audio-recorded and transcribed. They focused on how they constructed their relationship to math and science beginning with science as a content area. Findings of their memory work are organized by content, process, and potential applications. (MLV)

This paper discusses three dimensions of algebra reform: breadth, integration, and pedagogy. Breadth of algebra includes algebra as: generalizing and formalizing patterns and constraints; syntactically-guided manipulation of formalisms; study of structures abstracted from computations and relations; study of functions, relations, and joint variation; and cluster of modeling languages and phenomena-controlling languages. Also discussed are research supporting algebra reform and how research can lead the practice of teaching algebra in new directions. Three phases of reform (short, intermediate, and long term) are discussed using examples of current research projects. Short term reform is seen as first attempts that leave course structures in place, but which contain significant enrichments, such as technology. The second or intermediate phase of reform centers on the integration of algebra into the middle school and offered to all students. The third, long term phase of algebra reform involves full integration of the development of the many forms of algebraic reasoning across all grades with the learning of important mathematics. Contains 108 references. (MKR)

ED 389 540 SE 057 183

Burrill, Gail
Algebra Reform, Resarch, and the Classroom: A Reaction to a Research Base Supporting Long Term Algebra Reform.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177. For related papers, see SE 057 182-184.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Educational Change; Elementary Secondary Education; Integrated Curriculum; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- *Reform Efforts

This paper is a reaction to a plenary address, "A Research Base Supporting Long Term Algebra Reform?" by James Kaput (SE 057 182). Three dimensions of algebra reform identified by Kaput (breadth, integration, and pedagogy) are discussed and contrasted with the draft version of the Algebra Document from the National Council of Teachers of Mathematics, which has categorized algebra into four themes: function, modeling, language or representation, and structure. Also critiqued are Kaput's three phases of reform (short, intermediate, and long term). (Contains eight references.) (MKR)

ED 389 541 SE 057 184

Phillips, Elizabeth
A Response to a Research Base Supporting Long-Term Algebra Reform.
PUB DATE- Oct 95
NOTE- 10p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177. For related papers, see SE 057 182-183.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

new content. The way in which students appropriate ideas presented to them by another individual and make them their own are called "second-generation constructions." In this study, all students were creating second generation constructions, including the student who originally presented an idea to the class, because he acquired the divisibility by 8 rule from his father. Implications for instruction include the importance of revisiting ideas from time to time to increase students' perception of their value and encouraging discourse to facilitate the constructive process. (Author/SW)

ED 389 565 SE 057 208

Martinez-Cruz, Armando M.
Graph, Equation and Unique Correspondence: Three Models of Students' Thinking about Functions in a Technology-Enhanced Precalculus Class.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Calculus; *Concept Formation; *Educational Technology; Foreign Countries; *Functions (Mathematics); High Schools; *High School Students; *Mathematical Models; Mathematics Instruction
IDENTIFIERS- *Graphing Utilities; *Precalculus

This paper documents how eight high school students in a precalculus class enhanced with graphing calculators think about functions. Three models of thinking about functions emerged from students' function images observed over a period of 9 months. In the graph model, students believed that functions are essentially graphs; in the equation model, they believed that functions are relationships between x and y expressed by equations; and in the unique correspondence model, they took "one output for every input" as the definition of a function. The vertical line test served as a link across all of the models. (SW)

ED 389 566 SE 057 209

Slavit, David
A Growth-Oriented Route to the Reification of Function.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Functions (Mathematics); *Mathematical Models; Mathematics Education; Models; Secondary Education
IDENTIFIERS- *Representations (Mathematics)

This paper presents an alternate perspective for utilizing the action/process/object framework when discussing student conceptions of function. This perspective extends previously

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Black Students; *Cultural Influences; Educational Research; Elementary Secondary Education; *Mathematics Achievement; Mathematics Education; *Minority Groups
IDENTIFIERS- *African American

Judged by its results, the current system for educating African American students in mathematics is a distinct failure. For years, educators either ignored this problem or simply blamed the failure of the system on its victims. In 1984 the Journal for Research in Mathematics Education drew national attention to the problem by devoting an entire issue to articles and reviews of available research on how America's ethnic minorities learn and perform in mathematics. For the present paper, 24 research studies reported since 1984 and involving African American students were reviewed, and several parent-, student-, and school-related factors that might influence performance and participation in mathematics were identified. Following up on that work, this paper reviews studies that have been done on this subject since 1984. Most were correlational studies. (Author/MKR)

ED 389 590 SE 057 234

Brahier, Daniel J.
Mathematical Dispositions of Students Enrolled in First-Year Algebra.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Algebra; Grade 8; Junior High Schools; *Junior High School Students; Mathematics Education; Observation; *Personality; Secondary Education; *Student Attitudes; Surveys

Dispositions of eighth graders accelerated into first-year algebra were described in this study. Data were collected through surveys, observations, interviews, and cumulative academic files. The most frequently reported reasons for enrolling in algebra were for acceleration of course-taking and preparation for high school. Males demonstrated a higher level of self-efficacy to perform in algebra and secondary mathematics. Students showed a high level of perseverance in terms of sacrifices made to take the course, but classroom performances indicated negative dispositions toward mathematics. Students were driven by a desire to please the teacher and earn grades rather than out of natural curiosity and interest. Neither students nor their parents recognized the real-world applications of algebra. Certain teaching methodologies appeared to evoke positive dispositions. Contains 17 references. (Author)

ED 389 591 SE 057 235

Tharp, Marcia L.; Lovell, Chris
Achieving Cognitive Equity in the Mathematics Classroom.

DESCRIPTORS- *Educational Change; *Functions (Mathematics); Mathematics Education; *Mathematics Teachers; Secondary Education; *Secondary School Teachers; Teaching Methods
IDENTIFIERS- *Representations (Mathematics); *Teacher Change

This paper links the conceptions of an experienced high school mathematics teacher to aspects of his first implementation of a reform-oriented curriculum during a 6-week functions unit. The teacher exhibited comprehensive understandings of the function concept, dominated by graphical representations and a covariation description of function. These features contributed to classroom emphases on the use of multiple representations to understand dependence patterns in data and characteristics of different types of relationships. (Author)

ED 389 614 SE 057 258

Sassi, Annette M.; Goldsmith, Lynn T.
Beyond Recipes and behind the Magic: Mathematics Teaching as Improvisation.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Education; *Elementary School Teachers; *Improvisation; *Mathematics Instruction; *Mathematics Teachers; Models; Observation; Professional Development; Teaching Methods
IDENTIFIERS- *Reform Efforts

This paper proposes that post-reform mathematics teaching may be characterized as "improvisational." Observations of an extended mathematical investigation from a summer institute for elementary teachers are used to examine four aspects of improvisational practice: (1) the structuring of the activity; (2) planning and preparing that is both reflective and anticipatory; (3) an attentiveness and responsiveness in the moment; and (4) an improvisational understanding of the content itself. It is concluded that this conceptual framework may help both teacher educators and researchers understand better how to help teachers learn this way of teaching because it preserves rather than simplifies its complexity. (Author/MKR)

ED 389 615 SE 057 259

Becker, Joanne Rossi; And Others
Building Bridges to Mathematics for All. A Small Scale Evaluation Study.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; High Schools; *Mathematics

Programs); *Museums; Resource Centers; Science and Society; Science Education; Science Programs; Secondary Education; Secondary School Students; Technology
IDENTIFIERS- *California (San Francisco); Exploratorium CA; Museum Educators

Students who work at the Exploratorium in San Francisco, California learn about science by explaining to the visitors from all over the world how the museum's exhibits work. The students are teen-agers who also come from all over the world to be "Explainers" for the Exploratorium. They go through a training period to learn the basics of how the exhibits work and how to share their knowledge with the general public. The student "Explainers" not only learn about science, but they also learn how to be effective communicators. After completing a semester of working in the Museum, students take their experiences with them and build upon them for the rest of their lives. Many students use this valuable experience to further their science education and to pursue science related employment. The book concludes with information on how students can apply to work at the Exploratorium. (JAG)

ED 389 638 SO 025 402

Hudson, William E.
Combining Community Service and the Study of American Public Policy.
PUB DATE- 95
NOTE- 26p.; Paper presented at the Annual Meeting of American Political Science Association (Chicago, IL, August 30-September 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Public Policy, Social Science Research; Student Volunteers
IDENTIFIERS- *Community Service; *Service Learning

Students can learn the value of public service by participating in service learning projects. Through a service learning component, students gain a personal understanding of the public sector and experience with current public issues. In this study students and teachers were assisted by service coordinators who arranged for students to experience different fields of work. At first students were not eager to participate, but once involved, they became enthusiastic. This involvement achieved positive results as students gained a broad understanding about public issues and valuable experience. Many students offered more of their time than was required. Overall, students attained important personal growth from their experiences. (JAG)

ED 389 639 SO 025 418

International Colloquium on Education: British and American Perspectives. Proceedings (3rd, La Crosse, Wisconsin, April 18-20, 1994).
PUB DATE- 94
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Educational Environment; Educational Improvement; Educational Innovation; Educational Quality; *Educational Trends; Foreign Countries; Higher Education; Methods Courses; *Preservice Teacher Education;

Broadcast"; and "D: Producing Segments on Teacher and Student Recognition." The work is indexed. (MM)

ED 389 659 SO 025 732

Kuntz, Margy; Kuntz, Ann
Computer Crafts for Kids.
PUB DATE- 94
NOTE- 116p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Childrens Art; *Computer Graphics; Computer Uses in Education; *Creative Activities; Design Crafts; Elementary Education; *Handicrafts

This work presents a collection of craft projects that can be created by children. Necessary for completion of each craft is an IBM-compatible computer running Windows, "Word for Windows 6.0," with a mouse, a printer, and plain white printer paper. Simple craft supplies, including glue and scissors, also are needed. In each activity the child is guided through the process of first creating the computer output, then using the output to assemble the final craft. The projects not only reveal many of the features of Word, but also stimulate children to explore the creative side of computers. Some projects are progressive, building on tools and commands used previously. However, the lesson directions are given clearly so the projects also can be done in any order desired. Some of the projects are: bumper stickers; party placemats; flags; wall calendars; and pocket folders. The book is illustrated throughout to support the step by step text, includes hints and tips for activity clarification and extension, and is indexed. (MM)

ED 389 660 SO 025 733

Prosise, Jeff
How Computer Graphics Work.
PUB DATE- 94
NOTE- 182p.; Illustrated by Gary Suen.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Computer Graphics; *Computer Literacy; *Computers; *Educational Technology; Elementary Secondary Education; Visual Arts

This document presents the principles behind modern computer graphics without straying into the arcane languages of mathematics and computer science. Illustrations accompany the clear, step-by-step explanations that describe how computers draw pictures. The 22 chapters of the book are organized into 5 sections. "Part 1: Computer Graphics in Today's World" includes chapters: (1) "Flight Simulators"; (2) "Computer-Aided Design"; (3) "Medical Imaging"; and (4) "Video Games." "Part 2: Computer Graphics Fundamentals" gives: (5) "Computers, Pixels, and Color"; (6) "Palettes and Palette Optimization"; (7) "Drawing, Filling, and Scan Converting"; (8) "Texts and Fonts"; and (9) "Antialiasing." Chapters in "Part 3: Images and Image

Newmann, Fred M.; And Others
Authentic Pedagogy and Student Performance.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 17 May 95
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Accountability; *Active Learning; *Educational Quality; Elementary Schools; Elementary Secondary Education; Equal Education; Experiential Learning; High Schools; *Instruction; Middle Schools; *School Restructuring; Standards; Teaching Methods
IDENTIFIERS- *Authentic Assessment

In order to address concerns about the intellectual quality of students' work under various "active learning" formats appearing in education reform efforts, this study developed a model of authentic pedagogy and assessed its presence in 23 restructured schools. The proposed authentic pedagogy is consistent with an active learning perspective and posits standards of intellectual quality, rather than teaching techniques or processes, as the central target of innovation. The study defined authentic academic achievement with three criteria: construction of knowledge, disciplined inquiry, and value beyond school. The school study examined instruction for one year at 23 schools (equally divided among elementary, middle, and high schools) with emphasis on six valued outcomes: (1) authentic pedagogy and authentic academic performance; (2) equity for students; (3) empowerment of teachers, parents, and principals; (4) sense of community among staff and students; (5) reflective professional dialogue; and (6) accountability. The study found that schools varied substantially in their success on standards for authentic pedagogy. Overall, pedagogy was rarely rated at the higher levels of the study's standard indicating that the promotion of authentic teaching is enormously difficult. Authentic pedagogy did appear to improve authentic academic performance for all students in mathematics and social studies. Finally, student achievement was reasonably equitable across gender, race, ethnicity, and socioeconomic status. (Contains 44 references.) (JB)

ED 389 680 SP 036 324

Setting Strong Standards: AFT's Criteria for Judging the Quality and Usefulness of Student Achievement Standards.
PUB DATE- Jul 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Core Curriculum; *Criteria; *Educational Policy; Elementary Secondary Education; Intellectual Disciplines; Performance; Policy Formation; Public Policy; State Standards
IDENTIFIERS- *American Federation of Teachers; Reform Efforts

This publication presents the American Federation of Teachers' 10 criteria for high-quality public school academic standards and seeks to contribute to the national debate about school reform, Classroom Teacher" (Renee Hornbecker); and "Teaching Verbal and Nonverbal Communication Skills to Students with Learning Disabilities" (Janet Kester and Mary Amid). (JB)

ED 389 698 SP 036 345

Teacher Education Strategic Planning Panel Report, March 1995.
PUB DATE- Mar 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bachelors Degrees; Degree Requirements; *Educational Policy; Elementary Secondary Education; Graduate Study; Higher Education; Policy Formation; *Preservice Teacher Education; Program Design; *State Regulation; Undergraduate Study
IDENTIFIERS- *Colorado

This document presents recommendations for Colorado state teacher education policy additions and changes based on a review of existing policies and in light of current changes in the professional education field. The recommendations are: (1) do not reinstate undergraduate degrees in education; (2) accept interdisciplinary majors for teacher education when they meet certain criteria; (3) allow undergraduate students intending to become teachers to complete all requirements for a degree and for teacher licensure in a planned eight-semester program; (4) the teacher licensure component of post-baccalaureate programs should be the same undergraduate courses required of students completing an eight-semester Bachelor's degree with licensure requirements; (5) continue programs combining licensure requirements with Master's degree requirements, with stipulations; (6) continue limiting teacher education licensure programs to 20-42 semester hours with a Bachelor's degree program; (7) 4-year institutions should deliver licensure/pedagogy components and only at the upper level; (8) accept the University of Northern Colorado's (UNC) definition of its designation as the state's primary teacher education institution; (9) do not encourage development of new programs; (10) K-12/higher education partnerships are strongly endorsed; (11) retain the current configuration for access to programs in teacher education; (12) encourage appropriate technology; (13) hold programs accountable for students' knowledge and performance in teacher education; (14) do not establish a Bachelor's in early childhood education; (15) establish a permanent education advisory committee to review programs; (16) codify certain policies stemming from past reports. An appendix lists members of the panel making the recommendations, the UNC role definition, a statement on elimination of undergraduate education degrees from deans of education; and responses from deans of education to questions on licensure and standards-based education, and a draft codification of teacher education policy. (JB)

ED 389 699 SP 036 346

Abdal-Haqq, Ismat
Infusing Technology into Preservice Teacher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 4p.
LANGUAGE- English

and cognitive psychology are examined, and it is found that analyses of entrepreneurship are inhibited by the unclarified relationship between the singular (individual) and the super singular (society). Concepts of human existence are then explored across the classic theories of Karl Marx, Wilhelm Friedrich Hegel, Auguste Comte, A. N. Leontjew, Emile Durkheim, C. Horton Cooley, George Herbert Mead, L. Feuerbach, Sigmund Freud, and Max Weber. It is concluded that these theories can not solve the problem arising from the relationship of singular and super singular. It is also found that these theories have some elements in common: canalization that encompasses transference of something from one to another; correlation that encompasses reciprocity, which is the basis of generalization; and combination, which encompasses production of the new. The classic theories also point to the problem of self-reference. Subsequent reports examine theories of discontinuity and explore the use of perspective text analysis to study the notion of competence. (MSE)

ED 389 231 FL 023 452

Rasmussen, Ole Elstrup
The Discontinuity of Human Existence, Part III. Perspective Text Analysis: A Methodological Approach to the Study of Competence. No. 52.
PUB DATE- 94
NOTE- 28p.; For related documents, see FL 023 450 and ED 379 354.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; *Beliefs; *Cognitive Psychology; *Competence; *Discourse Analysis; Epistemology; Foreign Countries; Individualism; *Individual Power; Language Research; *Phenomenology; Research Methodology
IDENTIFIERS- *Discontinuity

The third in a series of three reports draws on earlier discussion of theories of discontinuity in human existence to develop a method for studying individual perceptions of existence. The method is Perspective Text Analysis, a form of discourse analysis that focuses on self-reference as a reflection of competence. The model for the methodology is first outlined, and the computer program used to perform the text analysis is explained. Application of the analysis to one text, a Danish company employee's comments concerning a job for which he was applying, is examined and the results compared with the subject's self-assessment and a psychologist's report on the individual. The text that was analyzed is also presented. Contains 20 references. (MSE)

ED 389 232 FL 023 454

NABE News, Volumes 2-18.
PUB DATE- 95
NOTE- 2,475p.; Volume 1 (1978) is out-of-print, not in the NABE archives, and could not be obtained to complete this set.
LANGUAGE- English
EDRS Price- MF22/PC99 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Bilingual Education; Bilingual Education Programs; Book Reviews; Classroom Techniques; Conferences; *Educational Policy; Educational Research; Educational Strategies; Educational Trends; Elementary Secondary Education; Federal Government; Instructional

Mentoring College Bound High School Seniors.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Bound Students; College Freshmen; College School Cooperation; College Students; *Dropout Prevention; Higher Education; *High School Seniors; *Mentors; Partnerships in Education; Program Proposals; Secondary Education; Student Alienation; *Transitional Programs

This article examines causes of the high rate of attrition of college freshmen during the first few weeks of school and describes a plan for mentorships between successful college students and college-bound secondary seniors prior to entrance into college. In discussing the challenges facing freshmen, the article suggests that they suffer stress due to shock, competition, and independence, and that if they were guided through this transitional time the "sink or swim" approach could be avoided. It also discusses the cultural emphasis on independence which leaves students feeling alone, and is particularly difficult for minority group students who feel they have entered an alien culture. The paper suggests a program that would target college-bound high school seniors in a collaborative mentoring program between colleges and schools. College students would facilitate the transition of college-bound high school seniors from high school to college by assuming the role of teacher, guide, counselor, role model, and friend. Through participation in concurrent courses offered by the community high school and nearby colleges, mentors and proteges might address topics such as career options and majors, university procedures, student life, student support services, library orientation, student skills and time management, test taking strategies, and common problems of freshmen. (Contains 24 references.) (JB)

ED 389 252 HE 028 771

Monahan, Thomas C.; Fortune, Jim C.
Using Institutional Variables To Predict Success in Grants Acquisition.
PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; *College Faculty; Faculty Workload; Grants; *Grantsmanship; Higher Education; *Incentives; National Surveys; Program Proposals; Released Time; Resource Allocation; School Policy

This national study of colleges and universities examined 33 variables found to act as incentives to motivate faculty to engage in grant-related activities. A survey questionnaire was sent to 163 colleges and universities, and of these, 104 returned them. The results of a series of statistical analyses suggested that a small, but significant, predictive relationship exists between the provision of institutional resources for released time to write proposals, reduced faculty loads to work on successful grants, graduate and research assistants, a return of some of the indirect costs to faculty students, and a hands-on approach was used in a laboratory setting. Students were encouraged to explore applications beyond the minimal guidelines with the understanding that their grades would not be affected adversely by their computer experiences. The 10 students were allotted a 2-hour block of time each week in the technology lab and were encouraged to use the facilities during regular lab hours. Each student used the various types of computers available. Analysis revealed that all of those enrolled demonstrated basic knowledge about computers and basic operating skills, with a majority indicating an increase in their knowledge of computer applications. All students showed an increase in computer usage and a majority of participants expressed a higher level of confidence in using computers and a reduced level of anxiety, and all indicated that they would use computers more extensively in the future. Three appendixes present a use checklist, a usage log, and the study questionnaire. (Contains 2 tables and 20 references.) (Author/SLD)

ED 389 272 IR 017 481

Carter, D. S. G.
Information Processing and the Management of Curriculum, Teaching and Learning.
PUB DATE- Jul 95
NOTE- 18p.; Paper presented at the Leadership and Learning Conference (Perth, Western Australia, Australia, July 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Managed Instruction; Computer Software; Curriculum Development; Educational Assessment; Educational Change; Foreign Countries; Information Management; *Information Processing; Integrated Activities; *Management Information Systems; *Outcome Based Education; Teacher Role; Teaching Methods
IDENTIFIERS- Reform Efforts

Well-constructed Information Management Systems (IMSs) are designed specifically to allow for the unobtrusive and automatic acquisition of data describing the key operations associated with the interlocking cycle of relationships between curriculum, instruction, and assessment. This paper argues that IMS software is an essential element to be integrated into the conceptualization, adoption, and maintenance of any curricula and instructional processes that are designed or implemented. Good responsive software design allows for the establishment of relationships among curriculum elements, instructional process, and assessment and evaluation. Moving toward outcomes-based education will help schools monitor their performance more effectively, but realizing this goal requires heavy demands of teachers and administrators, demands that can be alleviated through IMSs. The new information technology available can assist in the transformation of schools for the future. (Contains one figure and eight references.) (SLD)

ED 389 273 IR 017 482

Hesser, Lois Ann; Kontos, George
Technology and Graduate Education: Applications in a Masters and Doctoral Program.
PUB DATE- Oct 95
NOTE- 33p.; Paper presented at the International Conference in

references. Also included are a list of publications from the National School Boards Association's Technology Leadership Network and a calendar of meetings of the Institute for the Transfer of Technology to Education. (AEF)

ED 389 291 IR 017 583

Albright, Michael J., Ed.; Graf, David, L., Ed.
Teaching in the Information Age: The Role of Educational Technology. New Directions for Teaching and Learning Number 51. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 92
NOTE- 117p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Academic Libraries; Computer Mediated Communication; *Computer Uses in Education; Delivery Systems; Distance Education; Educational Development; *Educational Technology; *Educational Trends; Faculty Development; Futures (of Society); *Higher Education; Learning Resources Centers; Multimedia Materials; Trend Analysis
IDENTIFIERS- Academic Computing

New instructional programs and services involving technology are being established which have significant implications for the way teaching and learning will be conducted in the future. This volume contains 10 papers which examine some of the current trends in instructional technology in higher education and discuss implications for teaching and learning in the postsecondary setting. The papers are: (1) "Instructional Technology and the Faculty Member" (Michael J. Albright & David L. Graf); (2) "New Directions in Presentation Graphics: Impact on Teaching and Learning" (J. Thomas Head); (3) "Multimedia and the Teaching-Learning Process in Higher Education" (Annette C. Lamb); (4) "Academic Computing: How to Address the Teaching and Learning Challenge" (Margret Hazen); (5) "Computer Communications and Learning" (Beryl L. Bellman); (6) "Distance Education: Meeting Diverse Learners' Needs in a Changing World" (Marcia A. Baird & Mavis K. Monson); (7) "The Emerging Potential of Virtual Reality in Postsecondary Education" (James P. Randall); (8) "The Research Library and Emerging Information Technology" (Lucy Siefert Wegner); (9) "The Future of Campus Media Centers" (Michael J. Albright); (10) "Faculty Development's Role in Improving Undergraduate Education" (David L. Graf and others). (AEF)

ED 389 292 IR 017 584

Riedinger, Edward A.
Turned-on Advising: Computer and Video Resources for Educational Advising.
PUB DATE- 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Audiovisual Aids; Career Counseling; College Entrance Examinations; College Preparation; Computer Networks; *Computer Software; *Educational Counseling; *Educational Resources; Higher Education; International Communication; Nonprint Media; Optical Data Disks; Student Adjustment; *Videotape Recordings
IDENTIFIERS- *Internet

This document informs advisers about nonprint information sources

(3) Teaching a Framework of Literature: The Four Plots; (4) Extending the Literature Program; (5) Resource-Based Learning with the Information Problem-Solving Process; (6) Resource-Based Units for Grades 6, 7, and 8; (7) Uses of Technology in an Integrated Language Arts Program; (8) Adapting Collaborative Integrated Language Arts Programs to Other Levels: Examples in Elementary and High Schools; and (9) Factors that Foster Collaboration and Examples of Collaborative Planning by Teams. (Contains 56 references.) (AA)

ED 389 313 IR 055 697

Blake, Barbara; Kruger, Tom
Bridging Cultures: A Program Kit for Schools and Public Libraries.
PUB DATE- 94
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Non-print Media (100)
DESCRIPTORS- American Indians; Asian Americans; Audiotape Cassettes; Blacks; *Class Activities; *Cultural Education; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; Latin Americans; *Music
IDENTIFIERS- African Americans; Latinos; Native Americans

The purpose of this book, with an accompanying audiocassette, is twofold: (1) to enhance teachers' and librarians' understanding and appreciation for the variety of cultures in the United States; and (2) to show how folklore and music can be used to help children learn about their own and other cultures. The first two chapters present an overview and activities. Chapters three through six focus on one of the four major ethnic groups in the United States: Asians, African Americans, Hispanics/Latinos, and Native Americans. Each chapter includes a specific folklore theme and provides information on the cultural group. A detailed activity is proposed to use with the song on the cassette that corresponds to the chapter's theme. A second, shorter, activity is also included for use when time is limited. The songs are intended to be teaching tools, not sing along or entertainment ones. Information on the instrumentation and musical tradition of the songs are included in each chapter. A select list of collective works of folklore is provided in Appendix A. Appendix B offers enlarged versions of the graphics contained in chapters one through seven. An index concludes the book. (AEF)

ED 389 314 IR 055 699

Oberman, Cerise, Ed.; Kimmage, Dennis, Ed.
Russian-American Seminar on Critical Thinking and the Library. Papers from the Seminar (Moscow, Russia, June 1-5, 1992). Occasional Papers Nos. 200-201.
PUB DATE- Oct 95
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cognitive Development; *Critical Thinking; Curriculum Development; Educational Change; Foreign Countries; Information Technology; Librarians; Library Education; *Library Instruction; *Library Role; Library Services; Seminars; Totalitarianism; Young Adults
IDENTIFIERS- Americans (United States); *Russia (Moscow)

The purpose behind the Russian-American Seminar on Critical

ED 389 331 IR 055 720

Cohen, Arlene, Ed.

PIALA '94. Pacific Information Liberation: The Wave of the Future. Proceedings of the Annual Pacific Islands Association of Libraries and Archives Conference (4th, Tamuning, Guam, November 4-9, 1994).

PUB DATE- Nov 94

NOTE- 115p.; For 1993 proceedings of the PIALA conference, see ED 378 972.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Archives; Artists; Consortia; Cultural Relevance; Electronic Mail; Foreign Countries; Information Centers; Information Retrieval; Information Storage; Language Acquisition; Library Automation; *Library Services; *Literacy; Microcomputers; Publications; Reading Aloud to Others; Search Strategies; *Shared Resources and Services; Technological Advancement; Workshops

IDENTIFIERS- Charlot (Jean); Hands On Experience; Health Information; Journal Articles; Micronesia; *Pacific Islands; South Pacific; University of Hawaii

Over 100 participants from Micronesia, Australia, Japan, Hawaii, and other United States convened to hear presenters speaking on various topics of interest to librarians, archivists, and educators in the Pacific islands. The proceedings include a welcoming speech, remarks acknowledging conference exhibitors, and a keynote address by Dr. John Salas, as well as 11 papers: (1) "Bibliographic Control in the South Pacific Region: The Activities of the Pacific Information Centre" (Jayshree Mamtora); (2) "Finding Materials on Micronesia--Simplifying Search and Order for Periodical Literature: A Proposal for PIALA" (Francis X. Hezel); (3) "How to Start Automating Your Library: Factors to Consider" (Louise C. Lewisson); (4) "Getting the Most Out of your PC: Doing More with Less" (Mark Andres); (5) "Impact of E-mail on Literacy" (Yu-mei Wang); (6) "The Pacific Neighborhood Consortium and Resource Sharing in the Pacific" (Hui-Lan Huang); (7) "Jean Charlot: the Man, the Artist" (Nancy J. Morris); (8) "Here's to Your Health: Consumer Health Information Resources" (Irene Lovas); (9) "Why Bother? The Case for Reading Aloud and Using Culturally Relevant Reading Material" (Marilyn N. Jackson); (10) "Fun With Literacy: A Hands-on Workshop" (Katherine Alvarado & Marilyn N. Jackson); and (11) "The Complex Information Choices for Libraries" (Paul A. Tucci). (BEW)

ED 389 332 IR 055 721

A Study To Determine the Feasibility of Converting the Audio Magazine Program of NLS/BPH from Flexible Disk to Cassette Format. Draft Report.

SPONS. AGENCY- Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

PUB DATE- 14 Nov 95

NOTE- 152p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)

DESCRIPTORS- *Assistive Devices (for Disabled); Audio Equipment; Audiotape Cassettes; *Audiotape Recordings; Cost Estimates; *Data Conversion; *Feasibility Studies; Library Services; Nonprint Media; Periodicals; Talking Books; User Needs

(055)
DESCRIPTORS- *Academic Advising; Community Colleges; Content Analysis; Core Curriculum; Course Content; *Course Evaluation; *Educational Legislation; Educational Practices; Introductory Courses; *Prerequisites; *Required Courses; *School Policy; Two Year Colleges
IDENTIFIERS- Grossmont Cuyamaca Community College District CA

Focusing on prerequisites, corequisites, and advisories on recommended preparation for existing courses in California's Grossmont-Cuyamaca Community College District (GCCCD), this document explains new Title 5 regulations adopted by the district Board in October 1994 and provide guidelines for implementation. The following sections are provided: (1) an overview of the new regulations; (2) definitions of prerequisites, corequisites, and advisories on recommended preparation, including a chart of seven types of requisite courses (i.e., standard, sequential, cross-discipline, basic skills, performance, health and safety, and recency) and methods of justification for each; (3) a discussion of content reviews, or course-by-course determinations of what is appropriate in establishing requisites, and data collection in the GCCCD, used to validate the relationship between requisites and improved performance in target courses; (4) a description of five suggested steps in performing a content review, including assembling a faculty panel, identifying fundamental entrance skills, matching exit skills of required courses to the entrance skills, obtaining the appropriate forms, and keeping copies of forms and worksheets; (5) a review of procedures available to students to challenge prerequisites, including grounds for challenges; and (6) additional rules related to the identification of requisites in official college publications and methods for determining student satisfaction of requisites. Appendixes provide sample content review forms related to entrance, corequisite, and exit skills. (TGI)

ED 389 351 JC 950 568

Creason, Paul
An Analysis of Success Indicators for Latino Students at Long Beach City College.
PUB DATE- 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Community Colleges; Educational Policy; Family Influence; Financial Support; *Hispanic Americans; School Holding Power; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Student Motivation; Student Needs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Hispanic American Students; *Latinos; Long Beach City College CA

This project was undertaken to gather data on the experiences and success of Latino students at Long Beach City College (LBCC), in California. Reviews were conducted of demographic trends and the educational status of Latinos nationally and at LBCC to determine barriers to success and strategies for improving educational equality and success. Surveys were then administered to 152 Latino students at the college, requesting information on demographics, educational goals, and levels of support and participation in school activities. Study results included the following: (1) internal institutional factors aware of copyright laws. A list of 177 films related to mental health, child development, adolescent development, adult development, aging, disability issues, substance abuse, social psychology, racial/ethnic issues, education, gay/lesbian issues, and Acquired Immune Deficiency Syndrome (AIDS) is appended. (TGI)

ED 389 368 JC 960 013

Cromwell, Ronald; Dunlap, Linda
Cooperative Teaching Designed To Enhance Cooperative Learning.
PUB DATE- Mar 95
NOTE- 6p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; Course Descriptions; *Experimental Teaching; Higher Education; Instructional Development; *Instructional Innovation; Learning Theories; Student Attitudes; Student Evaluation of Teacher Performance; Teaching Methods; *Team Teaching
IDENTIFIERS- *Marist College NY; *School Culture

Despite institutional reluctance to move away from a traditional lecture format for content presentation and written exams and term papers for evaluation, a team-taught course entitled "Integration of Learning Theory and Teaching Methodology" has been taught at Marist College, a small liberal arts college in New York. Rather than dividing the course into two discrete sections taught autonomously by each instructor, both instructors attend and remain actively involved in all class sessions. The course content, objectives, materials, and methodologies are jointly planned and the coursework provides for student collaboration during each of the 12 class sessions and in such creative learning activities as body/kinesthetic projects and presentations, drawing activities, visualizations, and listening to music. In addition, the final examination requires students to work together to demonstrate the application of learning theories. Students are also required to write case-study papers individually or in pairs, while the papers are reviewed by both instructors. Formal student course evaluations have generally been positive, with many students stating that they had never worked so hard for a course, but that they had learned a great deal and felt better prepared to work in groups and engage in complex problem-solving experiences. Despite the program's successes, many administrators and faculty members at Marist have continued to question the course's group work and nontraditional learning activities. (MAB)

ED 389 369 JC 960 014

Osborne, Randall E.
Helping Students To Experience the Classroom: Interactive Techniques for the Personality Psychology Course.
PUB DATE- Mar 95
NOTE- 11p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.

task orientation. Contains 21 references. (HTH)

ED 389 386 PS 023 214

Niebrzydowski, Leon
Adolescents' Family Situation and Their Self-Disclosure in Interpersonal Relationships.
PUB DATE- Mar 95
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Family Relationship; Foreign Countries; Interpersonal Relationship; *Parents; *Peer Relationship; *Self Disclosure (Individuals)
IDENTIFIERS- Poland

This study explored the links between adolescents' family situations and their self-disclosure in peer relationships. Participants were 378 pupils between 16 and 18 years of age and the same number of parents of both sexes. The parents were of different professions: 80 percent belonged to intellectual families and 20 percent to the working class. The study used Jourard's Self-Disclosure Questionnaire (1964), LaGaipa's (1981) Friendship Scale to assess measures of adolescents' and parents' degrees of self-disclosure and to determine and differentiate interpersonal relationships, and the Family Relationship Test by Anthony and Bene to assess family situation. Results suggest that: (1) family situation affects adolescents' self-disclosure in their contacts with friends; (2) parental influence is particularly significant when the disclosure of information of personal and intimate character is concerned; and (3) the main factors determining adolescents' self-disclosure in their contacts with friends are the atmosphere of mutual friendliness and frank and direct communication among family members. Contains 10 references. (DR)

ED 389 387 PS 023 248

Poersch, Nicole; And Others
Child Care and Development: Key Facts.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *After School Programs; Child Caregivers; Child Care Occupations; Cognitive Development; *Day Care; Elementary Education; Financial Support; *Infant Care; Parent Role; School Age Day Care; Teacher Role

This document presents national data on: (1) children, families, and working parents; (2) the importance of child care; (3) the current status of child care; and (4) funding for child care. Specifically, the report includes figures on: (1) parents in the labor force and children with parents in the labor force; (2) the familial, economic, social, cognitive, and emotional effects of poor and of high quality child care; (3) how children are cared for; (4) the regulation of child care; (5) salaries, high turnover rates, and other working conditions of child care workers; (6) the cost of child care; (7) federal funding for child care; (8) state funding for child care; and (9) local and private sector roles in the provision of child care. (Contains 32 references.) (JW)

NOTE- 14p.; Paper presented at the Conference of the International Society for the Study of Behavioural Development (Amsterdam, Netherlands, June 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agencies; Early Childhood Education; Educational Development; Foreign Countries; *Intervention; Linking Agents; Models; Networks; Organizations (Groups); Professional Personnel; *Program Development; Research and Development; *Researchers; Theory Practice Relationship; Triangulation
IDENTIFIERS- *Intermediaries; Netherlands (Amsterdam); Networking; *Practitioners; Program Specialists

When researchers and practitioners in early childhood care and education interact, outcomes are often disappointing to both. It is likely that a new brand of professionals, capable of living in the cultures of both the researcher and the practitioner, will bridge the gap. These professionals will be found mostly in intermediary organizations, establishing themselves between governmental structures, research institutions, and people working directly with children. Intermediaries, particularly those in non-governmental organizations, can provide a testing ground for any intervention model or theory. This paper discusses those people who form the interface between theory and practice, and contains the following sections: (1) "Programme Developers of Funding Agencies"; (2) "Decision Making by Programme Developers"; (3) "Programme Developers as Development Specialists"; (4) "Networking," pointing out the lack of connection between the research communities of the poor and rich worlds; (5) "A Programme Development Approach"; (6) "An Operational Mandate"; and (7) "Conclusion: The Benefits and Risks of Guidelines," discussing the key principles gathered from accumulated early childhood care and education experience. (Contains 28 references.) (BGC)

ED 389 405   PS 023 696

Boyden, Jo
The Relationship between Education and Child Work. Innocenti Occasional Papers Child Rights Series, Number 9.
PUB DATE- Sep 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Child Advocacy; *Child Labor; Childrens Rights; *Child Welfare; *Compulsory Education; Economic Factors; *Educationally Disadvantaged; Elementary Secondary Education; Employment Practices; Foreign Countries; Government School Relationship; *Labor Legislation; Laws; Low Income; Poverty; School Involvement; Sex Discrimination; Socioeconomic Influences

Child labor, which is children's work that is exploitative and dangerous, poses a major human rights and socioeconomic challenge. Universal primary education may be the most effective instrument for meeting this challenge. The expansion of compulsory primary schooling could reduce hours of work by children and help them protect themselves against exploitation. This report on the relationship between education and child work contains the following chapters: (1) "Introduction," discussing how welfare activists see education as the best and coordination between home and center (12 major indicators); (6) maintain effective personnel communications and efficient management practices (14 major indicators). The document also includes an application form and other forms for accreditation. (JW)

ED 389 424   PS 023 746

Standards & Procedures for Voluntary Accreditation of Early Childhood Education Programs in Missouri.
PUB DATE- 93
NOTE- 87p.; For related documents, see ED 258 689 and PS 023 745-747.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Child Development Centers; Day Care; *Early Childhood Education; Educational Improvement; Evaluation Criteria; Institutional Evaluation; Quality Control; *Self Evaluation (Groups); Standards; *State Standards
IDENTIFIERS- Missouri

This document is the self-study portion of the Standards and Procedures for Voluntary Accreditation of Early Childhood Education Programs in Missouri. The self-study, an opportunity for programs to demonstrate their ability to meet certain standards, consists of quality indicators under 6 major headings: (1) provide a healthy and safe environment (45 major indicators); (2) foster physical and intellectual growth and development and creative expression (28 major indicators); (3) build positive self-esteem and individual responsibility (15 major indicators); (4) develop and maintain positive interaction of children and adults (11 major indicators); (5) communication and coordination between home and center (10 major indicators); (6) maintain effective personnel communications and efficient management practices (14 major indicators). The document also includes an application form and other forms for accreditation. (JW)

ED 389 425   PS 023 747

Standards & Procedures for Voluntary Accreditation of School Age Child Care Programs in Missouri.
PUB DATE- 93
NOTE- 83p.; For related documents, see ED 258 689 and PS 023 745-746.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *After School Programs; Educational Improvement; Elementary Education; Evaluation Criteria; Institutional Evaluation; Quality Control; *School Age Day Care; *Self Evaluation (Groups); *State Standards
IDENTIFIERS- Missouri

This document is the self-study portion of the Standards and Procedures for Voluntary Accreditation of School Age Child Care Programs in Missouri. The self-study, an opportunity for bulk of the report consists of tables that present data on school nutrition program participation by school district, both alphabetically and by district size. These tables provide information on free and reduced price lunch program participation, the number of participating schools in each district, and the costs and prices of school lunches and breakfasts. (MDM)

ED 389 445 PS 023 814

Fink, Dale Borman
Discipline in School-Age Care: Control the Climate, Not the Children.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Problems; Childhood Needs; Children; *Classroom Environment; *Discipline; Discipline Policy; Elementary Education; Parent Participation; *Program Design; Reinforcement; *School Age Day Care; Special Needs Students
IDENTIFIERS- *Behavior Management

This book is addressed to school-age care staff and suggests they rethink their attitudes about the behavior of the children under their care. Ideas were generated by workshop participants about ways to promote misbehavior, as a way of gaining insights into encouraging positive behaviors. The following six key elements of a school-age care program emerged from this exercise: (1) children's basic needs; (2) physical environment; (3) activities and schedules; (4) social groupings; (5) rules; and (6) consequences. Addressing these six key elements is viewed as a preventive approach, and the importance of initially considering the first four elements is emphasized. Examples are provided to illustrate how this approach works in practice. Beginning with the first four elements sets a very positive tone for a program. It stresses that it is the climate which is being controlled, not the children. Following an understanding of controlling the climate, guidelines are presented concerning communicating expectations about appropriate behavior, and rewarding and reinforcing desired behavior. Also discussed in the book are: ideas to consider when working with children with disabilities and special needs; making parents and families allies; communicating with school personnel; and putting discipline and termination policies in writing. (BAC)

ED 389 446 PS 023 815

Powney, Janet; And Others
Understanding Values Education in the Primary School. The Scottish Council for Research in Education Research Report Series.
SPONS. AGENCY- Gordon Cook Foundation (Scotland).
PUB DATE- Sep 95
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Students; *Ethical Instruction; Family School Relationship; Foreign Countries; Hidden Curriculum; *Ideology; *Moral Values; Parent

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Caregiver Child Relationship; Classroom Design; *Classroom Environment; Day Care Centers; Early Childhood Education; Educational Strategies; Inservice Teacher Education; *Instructional Improvement; Instructional Innovation; Outdoor Education; *Preschool Teachers; Professional Development; *Staff Development; Student Needs; Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- *Developmentally Appropriate Programs

This practicum study sought to increase child care staff's ability to transfer what they learned from training to the classroom and thereby to increase developmentally appropriate educational practice. Specifically, the project sought to increase positive interactions in the child care setting, increase the use of the outdoors as a learning environment, and help educators adapt better to student needs. Parents, staff, and classroom volunteers participated in a 15-hour course on child development; the course took place over 6 weeks. A support group for teachers was also formed. Seven additional weeks of instruction on advanced topics was offered. Following this instruction, staff engaged in developmentally appropriate educational practices. However, some staff found it difficult to transfer into practice what they had learned about the potential of outdoor education. Overall, staff were better able to adapt their management of child behavior to changing situations. (Five appendices include a checklist of developmentally appropriate practices and an outdoor learning survey. Contains 22 references.) (JW)

ED 389 466 PS 023 870

Harkonen, Ulla
Written Text Conceptions of Female Child Care Personnel about Girls' and Boys' Work and Mothers' and Fathers' Work Education.
PUB DATE- Sep 95
NOTE- 29p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Essays; Foreign Countries; Parent Child Relationship; *Preschool Teachers; Sex Differences; *Sex Role; *Sex Stereotypes; *Teacher Attitudes; *Work Attitudes
IDENTIFIERS- Finland

This study examined the conceptions of Finnish child care personnel about girls' and boys' work, as well as fathers' and mothers' work education, based on a mail survey of 317 female preschool teachers chosen from the register of the Kindergarten Teacher Association. The subjects were asked to write an essay about the subject "a girl doing work, a boy doing work, a mother as a work educator, and a father as a work educator." The survey found that the teachers attached so-called "women's work" to girls more often than they attached such work to boys, and that they attached "men's work" to boys more often than they attached such work to girls. There were more mentions relating to positive attitudes to work by girls than by boys, according to the essays, and more mentions of mothers doing children's work education than fathers doing such activities. More than half of all work education units represented the South compare unfavorably with the rest of the nation with regard to education and workforce quality. Thus, educational improvement is seen as crucial to the continued development of the region. A review of educational research literature and of state-level education data for southern states examines student performance (the role of schools, families, and communities), educational finance, and education and economic development. The report concludes that the education process is strongly influenced by factors beyond the control of schools. From the perspective of research, more definitive answers are needed as to the exact nature of school, family, and community relationships in order to design appropriate educational improvement policies. With regard to educational finance, evidence suggests that little improvement will be achieved by marginal changes in school funding, and that existing variations between and within states may represent more than marginal differences. Finally, when considering education as a rural development strategy, it is important to note that issues such as school and student performance, family and community problems, and economic development are interrelated. Research and policy debates must recognize and focus on the nature of these interactions. Data tables include information on number of school districts, enrollment, school district size, revenues for public schools, current expenditures per student and as a percentage of personal income, average salaries for instructional staff and per capita income by state, and expenditures per pupil by state. Contains 76 references. (LP)

ED 389 484 RC 020 323

Warner, Linda Sue; Brown, Dennis
Cognitive and Cultural Constructions: The First Year Experience.
PUB DATE- Jul 95
NOTE- 15p.; Paper presented at the International Conference "The First Year Experience" (8th, York, England, United Kingdom, July 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; *Cognitive Processes; *College Freshmen; Colleges; Culturally Relevant Education; Culture Conflict; Educational Strategies; Higher Education; Models; Schemata (Cognition); *Student Adjustment; Student Alienation; Student College Relationship; Tribally Controlled Education
IDENTIFIERS- *Haskell Indian Nations University KS

The first-year experiences of minority-group college students are often highly stressful and may influence decisions about remaining in college. M. R. Louis' model of meaning and sense-making provides a framework for examining the experiences of American Indian college freshmen and for evaluating interventions aimed at lowering student attrition at tribally controlled colleges. The model describes the process by which individuals in new situations encounter, respond to, and reinterpret "surprises," experiences that differ from what was anticipated or assumed. Five types of surprises are outlined: conscious expectations, self-expectations, unanticipated features, internal reactions, and cultural assumptions. Until recently, all federal Indian education policies aimed at assimilation of Indian children into White culture. Begun in 1968, tribally controlled community colleges have greatly increased Indian postsecondary participation and graduation

ED 389 501 RC 020 367

Alspaugh, John W.
A Comparison of Four Enrollment Groups of K-8 and K-12 Missouri Rural School Districts.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Conference of the National Rural Education Association (Salt Lake City, UT, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Dropout Rate; Elementary Secondary Education; *Expenditure per Student; *Rural Schools; *School Districts; *School District Size; School District Wealth; School Size; Teacher Salaries; Teacher Student Ratio
IDENTIFIERS- Grade Span Configuration; *Missouri

This paper compares school district characteristics for rural Missouri K-8 and K-12 districts in four categories of enrollment size. A random sample of 56 K-8 and 56 K-12 districts yielded 4 equal categories of K-8 enrollment: 51-100, 101-150, 151-200, and more than 200 students. Data are presented in graphic form for assessed valuation per pupil; operating tax levy; expenditure per pupil; administrative cost per pupil; teacher salaries; student-teacher ratio; and achievement scores on the Missouri Mastery and Achievement Test (MMAT) for grades 3, 6, and 8. The assessed valuation per pupil--the basis for local taxation--was considerably lower than the state average in all rural districts studied. Expenditures and administrative cost per pupil were lower than the state average in all but the smallest K-12 districts. Teacher salaries were also considerably lower than average in all districts studied. Student-teacher ratio was higher than average in K-8 districts and lower than average in K-12 districts. Despite limited financial resources, all districts studied consistently achieved higher MMAT scores than state averages. The mean K-12 attendance rate was significantly higher than the K-8 rate, but both were higher than the state average. Two final graphs present data from 428 Missouri districts showing that the high school dropout rate was positively related to school size and negatively related to the high school grade span. (SV)

ED 389 502 RC 020 368

Lawrence, Barbara Kent
"What the Red Squirrel Is To the Gray": The Importance of Culture in the Composition of School Boards on Mount Desert Island, Maine.
PUB DATE- Oct 95
NOTE- 93p.; Paper presented at the Annual Meeting of the National Rural Education Association (Salt Lake City, UT, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Boards of Education; Community Leaders; Community Relations; *Cultural Differences; Educational Change; Elementary Secondary Education; *Indigenous Populations; Local History; Local Issues; Role Theory; *Rural Areas; Rural Education; *Urban to Rural Migration; Values
IDENTIFIERS- *Maine (Mount Desert Island); *Newcomers; Rural Culture

ED 389 519 SE 056 790

Ireland, Dennis V.; Malone, John A.
Developing Partnerships within a Socio-Cultural Classroom: Changing Student and Teacher Roles.
PUB DATE- Apr 95
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Classroom Environment; *Cooperation; Foreign Countries; Junior High Schools; Junior High School Students; *Mathematics Instruction; Teacher Attitudes
IDENTIFIERS- Australia

This paper examines the classroom-based research carried out by a full-time mathematics teacher who monitored what was happening to his class of 13-year-old students as they were engaged in a collaborative, peer interactive classroom environment and examined how this environment influenced, and was influenced by, the students' attitude toward mathematics. An attempt was made throughout the school year to take into account the students' background knowledge and to frequently survey the students for their assessment of the classroom environment. By the end of the implementation, the students were more active participants in their own mathematics learning and culture than they had been at the beginning of the year. Observations from this study illustrate the social outcomes that developed in the students, such as listening, caring for the progress of others, providing help and guidance, negotiating explanations and solutions into a group consensus and peer teaching. Findings also demonstrate that the teacher had progressed towards a more socio-cultural constructivist approach in his teaching. Contains 115 references. (Author/MKR)

ED 389 520 SE 056 791

Loving, Cathleen C.
From the Summit of "Truth" to the "Slippery Slopes": Science Education's Precarious Descent through Positivist-Postmodern Territory.
PUB DATE- Apr 95
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Criticism; *Educational Philosophy; Educational Theories; Higher Education; Learning Theories; *Science Education; *Science Education History

Several science education researchers are embracing postmodern relativist notions of both evaluation methodology and of the structure of all scientific knowledge. They blame bad educational evaluation and research on several causes, the worst being the following of the fundamental tenets of mainstream science. These researchers feel science educators trying to act like scientists have caused their own demise. However, several facets of this discussion have been ignored.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Educational Change; Elementary Secondary Education; Integrated Curriculum; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- *Reform Efforts

This paper is a reaction to a plenary address, "A Research Base Supporting Long Term Algebra Reform?" by James Kaput (SE 057 182). The reactions fall into three categories: comments on Kaput's dimensions of algebra reform, a brief discussion of algebra and algebra reform from the viewpoint of a curriculum developer of the Connected Mathematics Project (CMP), and some concerns about Kaput's three stages of reform. (MKR)

ED 389 542 SE 057 185

Abramovich, Sergei
Bridging Manipulative-Exploratory Play and the Development of Mathematical Concepts in a Technology-Rich Environment.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Manipulative Materials; *Mathematical Concepts; *Mathematics Instruction; Mathematics Teachers; Play; Preservice Teacher Education
IDENTIFIERS- Manipulative Play

The paper shows that the study of mathematics can be organized as a complex learning enterprise integrating manipulative-exploratory play into a newer software tool environment--a dynamic geometry, a spreadsheet, and a relation grapher. The discussion reflects work done in a lab setting with preservice and inservice teachers enrolled in contemporary general mathematics and problem-solving courses. The psychological aspects of learning mathematical concepts through integrating computer activities and some possible implications of the approach for mathematics teacher education are highlighted from a Vygotskian perspective. (Author/MKR)

ED 389 543 SE 057 186

Doerr, Helen M.
Evidence and Proof: Explaining Vector Relationships.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Geometry; High Schools; High School Students; Mathematics Instruction; *Proof (Mathematics); Science Instruction; *Scientific Methodology; *Secondary School

used frameworks by incorporating student conceptions that deal with functional properties and situational contexts, but differs in the analysis of the nature of the functional properties that are considered. The hypothesis is that students not only use notions of set-based correspondences and transformations to think of functions as mathematical objects, but functions are also conceived as mathematical objects that possess (or fail to possess) growth properties of specific functions. These properties include symmetry, linearity, and continuity. It is argued that all students who develop a structural view utilize functional properties, but a focus on different kinds of properties produce different conceptions of function. (Author)

ED 389 567 SE 057 210

Noble, Tracy; And Others
Impossible Graphs.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Graphs; High Schools; High School Students; Interviews; *Laboratory Experiments; Mathematics Instruction; *Motion

Graphs without a time axis, such as velocity-versus-position graphs, offer interesting possibilities for exploring graphing and motion. Relations depicted by these graphs are not limited to functions. Interviews with a high school student named Olivia, who uses a motion detector to create such graphs, indicate that she uses thought experiments as well as physical experiments to determine which graphs are logically impossible. Her encounter with the constraints of the velocity-versus-position graph leads her to imagine a group of several "Impossible" figures that she could never create using the motion detector, which becomes a crucial part of learning about this type of graph and about the relation of velocity to position. (Author/SW)

ED 389 568 SE 057 211

Mason, Marguerite M.
Geometric Understanding in Gifted Students Prior to a Formal Course in Geometry.
PUB DATE- 23 Oct 95
NOTE- 36p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Concept Formation; *Geometry; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; Mathematics Education; Middle Schools
IDENTIFIERS- *Van Hiele Levels

This study investigated whether the van Hiele model accurately

PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; Higher Education; Mathematics Education; *Mathematics Teachers; *Perceptual Development; Preservice Teacher Education; *Teacher Attitudes
IDENTIFIERS- *Teacher Candidates

A preliminary investigation of patterns of teacher thought about student reasoning and learning involved presenting 23 preservice teachers with a "dilemma of practice about equity." Resulting stages of teacher development concerning equity in reasoning were found to correlate significantly with Perry's scheme. However for those who hold the view that mathematics learning is mostly rule-based, no significant correlation was found with theses stages of teacher thought about reasoning and equity. Yet, holding a rule-based viewpoint of mathematics learning was found to correlate significantly in the expected direction with Perry's scheme. Contains 17 references. (Author/MKR)

ED 389 592 SE 057 236

Eggleton, Patrick J.
Evolution of a Mathematical Philosophy: The Story of One Secondary Mathematics Preservice Teacher.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177. Research also supported by the Georgia Research Alliance.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Higher Education; *Mathematics; Mathematics Education; *Mathematics Teachers; *Philosophy; Preservice Teacher Education; Secondary Education; *Teacher Attitudes
IDENTIFIERS- *Teacher Candidates

As mathematics teacher education promotes the mathematics and pedagogical practices of the National Council of Teachers of Mathematics (NCTM) Standards, most mathematics preservice teachers confront philosophies of mathematics significantly different from their personal mathematical philosophy. The constructivist/quasi-empiricist mathematical philosophy espoused by the NCTM "Standards," as opposed to the traditional absolutist philosophy of mathematics as a set of rules and facts, characterizes the conflict in philosophies of mathematics. This report shares the findings from an in-depth case study of a preservice secondary mathematics teacher, Ken, by following the subtle evolution of his philosophy of mathematics, as characterized by Ernest's "Mathematics-Related Belief Systems," and the experiences influential in his philosophical evolution over a year of preservice mathematics teacher education. Contains 12 references. (Author)

Instruction; Mathematics Teachers; *Professional Development;
*Secondary School Mathematics; Secondary School Students
IDENTIFIERS- *Teacher Change

This paper reports on a small scale evaluation study of a staff development project for high school mathematics teachers that focused on new curriculum, updating pedagogy, and examining issues of equity. After 2 years of the project, interviews were conducted with five previous participants who had varying amounts of staff development. Interview data were compared and supported by classroom coaching visits and teacher responses to an Instructional Practices Scale. Although all teachers could provide the rationale for "algebra for all," there were significant differences in the changes they had made in their classroom instruction that were related to the number of years of staff development in which they had been engaged. This study confirms that real change comes slowly with in-depth involvement in staff development over a long period of time. (Author)

ED 389 616 SE 057 260

Obando, Evangelina Diaz; And Others
Can Prospective Teachers Be Autonomous Decision Makers?
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Cooperating Teachers; Higher Education; Intermediate Grades; Junior High Schools; *Mathematics Instruction; Middle Schools; Preservice Teacher Education; *Student Teachers; Student Teaching

The purpose of this study was to investigate the impact of a middle grades mathematics teacher preparation program on prospective teachers' practice during their internship. Using qualitative data collected from students enrolled in this course, it was found that prospective teachers during their internship displayed a great deal of autonomy in creating nontraditional learning environments and negotiating with their supervising teachers. (Author)

ED 389 617 SE 057 261

Hammerman, James K.
Creating a Culture of Intellectual Inquiry in Teacher Inquiry Groups.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Community Development; Elementary Secondary Education; Mathematics

*Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- Wales

These conference proceedings are the result of a collaborative relationship between The University College of Swansea in Wales and the University of Wisconsin--La Crosse, which have been sister institutions for more than a decade. Education faculties from the two institutions shared knowledge about research and practices in education and established a faculty exchange. This proceedings document is the product of the first faculty exchange which took place in the fall of 1992. The table of contents lists seven sections. Section 1, "Assessing Teachers in a Results-Oriented Age," includes: (1) "Accelerating Cognitive and Metacognitive Development: Developing and Evaluating Mathematical Thinking Skills" (Howard Tanner); and (2) "What the Quality Schools Concept Can Mean to Children's Learning" (Bob Norton). Section 2, "Teacher Education: Comparing British and American Perspectives," contains: (1) "Initial Teacher Education in France, Germany and Great Britain: A Comparative Perspective" (Nigel Norman); and (2) "Ersatz Teachers for British and American Schools? 1979-1994" (David Witmer). Section 3, "Impacts of Prevailing Cultures Upon School Curriculum," includes: (1) "The School Curriculum and the Welsh Cultural Dimension" (Brin Jones); and (2) "Academic Skills in the Bilingual Classroom" (Amy Young). Section 4, "Meeting the Challenge of New Demands Upon School Curriculum," contains: (1) "Models for Teaching and Learning Cross Curricular Themes and Competences" (Steve Kennewell); and (2) "Connectivity in the Classroom: Buchenwald as Teaching Model" (Greg Wegner). Section 5, "Teacher Literacy: Learning, Language and Reading Instruction," includes: (1) "PGCE Students Developing Understanding of Teaching of Reading" (Gill Harper-Jones); and (2) "Teaching the Parts in a Whole Language Classroom (Carol Kirk). Section 6, "The Liberal Arts in an Integrated Curriculum," contains: (1) "The Role of Arts in the Curriculum" (Hilary Ball); and (2) "Integrating the Fine Arts into Children's Early Formal Educations" (Sara Slayton). Section 7, "School-University Partnerships in Teacher Education," includes: (1) "Partnership in Secondary Science Teacher Training" (John Parkinson); and (2) "21st Century Middle Level Education" (Robert Richardson). (EH)

ED 389 640 SO 025 432

Williams, Sonja
Exploding the Hunger Myths. A High School Curriculum. A Food First Book.
PUB DATE- 87
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Developed Nations; *Developing Nations; Disadvantaged Environment; Economic Development; *Food; High Schools; *Hunger; Living Standards; Nutrition; *Poverty; Poverty Areas; Quality of Life; *Secondary School Curriculum; World Affairs; *World Problems

This book of teaching activities is designed to address the issue of hunger and develop a sense of activism and hope among students. It encourages students to discover some of the causes and misconceptions about world hunger. The book contains eight lessons with numerous activities to allow students to study hunger and develop a broader perspective on how to address the problem. The lessons focus on the following: (1) "Hunger

Processing" are: (10) "Getting Images into the Computer"; (11) "Bitmapped File Storage"; (12) "Image Compression"; and (13) "Image Enhancement and Special Effects." "Part 4: Three-Dimensional Modeling and Rendering" presents: (14) "Representing Objects in Three-Dimensional Space"; (15) "Viewing Objects in Three-Dimensional Space: Projections"; (16) "Shading, Lighting, and Surface Removal"; (17) "Ray Tracing"; and (18) "Solid Modeling." "Part 5: Final Frontiers" contains: (19) "Computer Animation"; (20) "Fractals"; (21) "Morphing"; and (22) "Virtual Reality." An index concludes the work. (MM)

ED 389 661   SO 025 734

Cantine, John; And Others
Shot by Shot: A Practical Guide to Filmmaking. Second Edition.
PUB DATE- 95
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Film Production; Photographic Equipment; Photography; Secondary Education; Visual Arts

Filmmaking is a complex process involving many skills. This text attempts to demystify the process of filmmaking and make film technology accessible. Basic tools and techniques are explained for using either Super-8 or 16mm film formats; however, craftsmanship lessons are relevant and applicable to future technologies. The book is organized into an introduction, "The Moving Image," and eight chapters dealing with the basic language, processes, and techniques of filmmaking. These chapters are: (1) "Camera and Lens"; (2) "Film Stock"; (3) "Composition"; (4) "Continuity"; (5) "Film Editing"; (6) "Pre-Production"; (7) "Lighting"; and (8) "Sound." The work concludes with a glossary of terms and an index. (MM)

ED 389 662   SO 025 735

Considine, David M.; Haley, Gail E.
Visual Messages: Integrating Imagery into Instruction. A Teacher Resource for Media and Visual Literacy.
PUB DATE- 92
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; *Agenda Setting; Critical Thinking; *Critical Viewing; Elementary Secondary Education; Film Criticism; Films; Information Industry; Instructional Materials; Interdisciplinary Approach; Mass Media; *Mass Media Effects; *Mass Media Role; News Media; *Persuasive Discourse; Popular Culture; Social Influences; Social Studies; Television Viewing; Visual Arts; *Visual Literacy

This book argues that people live simultaneously in two different cultures. Values of the first culture are imparted to children through curriculum in the nation's public school classrooms. The second culture is the world of mass communication that promotes consumption, instant gratification, and impulse. The clash between these cultures confronts children with mixed messages while providing little mechanism for resolving the academic achievement, and world-class educational standards. The criteria are: (1) standards must focus on academics because the purpose of setting standards is to improve students' academic performances, which should be the central mission of all educational arrangements; (2) standards must be grounded in the core disciplines to ensure that interdisciplinary approaches reflect the depth and integrity of the disciplines involved and that standards can be clearly designed and communicated; (3) standards must be specific enough to assure the development of a common core curriculum guaranteeing that all students are exposed to a common core of learning; (4) standards most be manageable given the constraints of time; (5) standards must be rigorous and world class; (6) standards must include "performance standards" that indicate how competent a student demonstration must be to indicate attainment of the content standard; (7) standards must include multiple performance levels allowing multiple standards that set expectations to match different aspirations and achievements; (8) standards must combine knowledge and skills, not pursue one at the expense of the other; (9) standards must not dictate how the material should be taught; and (10) standards must be written clearly enough for all stakeholders to understand. (JB)

ED 389 681 SP 036 325

Valuable Views: A Public Opinion Research Report on the Views of AFT Teachers on Professional Issues.
PUB DATE- Jul 95
NOTE- 27p.; Survey conducted by the Peter D. Hart Research Associates.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Behavior Disorders; Discipline, *Educational Change; Elementary Secondary Education; Inclusive Schools; Opinions; Professional Development; Student Behavior; *Teacher Attitudes; Unions
IDENTIFIERS- *American Federation of Teachers; Reform Efforts

This study sought the opinions of teachers, all members of the American Federation of Teachers, on issues such as student discipline, common academic standards, inclusion, professional development, and school reform. The telephone survey of a sample of 800 teachers from kindergarten through Grade 12 was conducted in Spring, 1995. Findings include the following; (1) 98 percent of respondents were aware of their union membership; (2) 55 percent of the teachers in urban districts gave a negative evaluation of their systems' ability to meet students' educational needs while only 21 percent of those in suburban and small town areas did so; (3) teachers most wanted to see educational reform address parental involvement and classroom discipline; (4) 50 percent of all teachers said they could still improve their teaching a great deal with training and support; (5) more than 6 in 10 teachers had had some kind of experience with inclusion and 75 percent said inclusion was not a good idea including 64 percent who reported strong feelings about this issue; (6) 49 percent of teachers said that they currently had a student who "should really not be there because of the disciplinary problems he or she poses," and two in every three teachers said they had been verbally abused by a student; and (7) teachers registered strong support for national educational standards. A copy of the questionnaire is attached. (JB)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Educational Change; Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; *Knowledge Base for Teaching; *Preservice Teacher Education; *Schools of Education; *Teacher Education Curriculum; Teacher Educators; *Teaching Skills
IDENTIFIERS- ERIC Digests

This digest examines the relationship between elementary and secondary teachers' use of computer-based technologies to deliver and support classroom instruction and the training provided to prospective teachers by teacher education institutions. It offers an overview of obstacles faced by teacher educators in providing appropriate technology instruction and outlines approaches to addressing these obstacles. Teachers are under pressure to acquire skills in instructional technology, particularly computer-based technologies. Although the number of computers in K-12 classrooms has increased dramatically over the last decade, certain barriers prevent the majority of teachers from fully exploiting computer capabilities in the classroom. Among these barriers is lack of training. Improving preservice preparation will require changing current practices and programs to provide: (1) teacher educators who model appropriate instructional use of computers; (2) integration of technology across the preservice curriculum; and (3) exposure to and practice with newer, more sophisticated computer-based tools. Within the teacher education community, efforts to overcome obstacles found in schools, colleges, and departments of education appear to fall into two major categories: (1) capacity building; and (2) developing models and materials. Brief descriptions of examples from each category are given. (Contains 17 references.) (IAH)

ED 389 700 SP 036 347

The National Cholesterol Education Program. A Communications Strategy for Public Education. National Heart, Lung, and Blood Institute Health Communications Series.
PUB DATE- Nov 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; Dietetics; Educational Strategies; Elementary Secondary Education; *Health Education; Health Promotion; *Mass Media; *Mass Media Role; Program Design; *Public Health; Public Opinion; Telecommunications
IDENTIFIERS- *Cholesterol

This guide presents an overall direction for mass media messages and materials developed for public audiences under the National Cholesterol Education Program (NCEP), with particular emphasis on overall consistency and coherence in broadcast and print materials. Section 1 introduces the program and presents overall objectives, purpose, and scope of the communications strategy; recent NCEP developments influencing the strategy; scientific basis for the strategy; public knowledge basis for the strategy; and role of the mass media campaign. Section 2 states the problem in detail using data from the third National

Materials; Language Research; Legislation; *Multicultural Education; Parent Participation; Policy Formation; Professional Associations; Program Administration; Public Agencies; *Public Policy; Reference Materials; State Government; Teacher Education; Teacher Role; Teaching Methods; Trend Analysis
IDENTIFIERS- *National Association for Bilingual Education

This document includes volumes 2-18 (November 1978 through August 1995) of the newsletter of the National Association for Bilingual Education. Individual issues contain news and information about a wide range of issues in bilingual education, including: international, national, and state trends; multicultural education; legislation concerning bilingual education; public policy and policy formation; classroom teaching techniques; program design and administration; program types; parent involvement; current research; instructional and reference materials; program descriptions; teacher training and role; program philosophy; and conferences. Book reviews and professional and association news are also included. (MSE)

ED 389 233 FL 801 088

Paup, Elizabeth Gail
Teachers' Roles in the Classroom: Adopting and Adapting to the Paradox of Education within a Prison Institution.
PUB DATE- May 95
NOTE- 77p.; Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Correctional Education; *English (Second Language); Environmental Influences; Language Teachers; Questionnaires; *Role Perception; *Second Language Instruction; Teacher Attitudes; *Teacher Role; *Teacher Student Relationship

This paper explores the personal and professional changes that took place for a teacher who taught English in two Washington State prisons. A gradual change in teacher behavior and authority resulted from a self-examination of the role of teacher in this special teaching environment; the teacher found she could learn from the students as well as teach them. Comments and perceptions by other teachers are included. The corrections students are described, and the particular challenges and characteristics of teaching English as a Second Language (ESL) in this population is examined, including the special challenges regarding professional versus institutional authority and security. Appendixes include the history of prison education, a prison teacher questionnaire, and the Washington State core competencies questionnaire. (Contains 35 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (NAV)

ED 389 234 FL 801 089

Model ESL Transitional Demonstration Programs.
PUB DATE- Jul 95
NOTE- 67p.; Appendixes contain small and filled print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports -

or sponsoring departments, and other selected resources and services, and success in grants acquisition as measured by the amount of funding attracted to the institutions in successful grants. The results also suggest that institutions may prefer to look to successful grants to fund released time, reduced faculty loads, and other resource-consuming incentives as a way of avoiding having to expend institutional resources to support grant-related activities. Finally, overall, most colleges and universities provide more in the form of policies, practices, grants training and other services than financial and other institutional resources, such as released time, as incentives. (Author/JB)

ED 389 253 HE 028 772

Buske-Zainal, Patricia M.
Being Open to the Possibilities: A Phenomenological Approach toward Appreciating Diverse Ways of Knowing.
PUB DATE- 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 18-22, 1995). Based on a Doctoral Dissertation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *College Faculty; Engineering Education; Epistemology; Higher Education; Individual Development; Intellectual Disciplines; Interdisciplinary Approach; Lifelong Learning; *Phenomenology; Qualitative Research; Sex Differences; *Teacher Attitudes

"What is it like to be in teaching together?" has been the guiding question for this hermeneutic phenomenological study with the full-time faculty of a small engineering college. It notes the faculty struggles and conflicts arising from diverse ways of knowing associated with gender and academic discipline differences. It also explores differing faculty orientations toward meeting with each other, learning, being teachers versus doing teaching, and teaching in an engineering environment. Finally, the paper makes specific recommendations on ways of "being open to the possibilities" in the teaching life in order to have the opportunity to realize one's full potential as a human being. This involves encouraging teachers and students to be creative inquirers who appreciate diverse ways of knowing that cross academic boundaries from the spiritual, literary, and artistic domains to those grounded in logic often associated with science and technology. (Contains 30 references.) (JB)

ED 389 254 HE 028 773

Saidi, Jasmin
Cameroon: A Country Guide Series Report from the AACRAO-AID Project.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Credentials; Documentation; *Elementary Secondary Education; Engineering Education; Foreign Countries; Foreign

Distance Education (6th, San Jose, Costa Rica, October 24-27, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Access to Education; Computer Assisted Instruction; Computer Literacy; Delivery Systems; *Distance Education; *Doctoral Programs; *Educational Technology; Electronic Mail; Experience; *Graduate Study; Higher Education; *Masters Programs; Program Development; Student Attitudes; Technological Advancement; *Telecommunications

IDENTIFIERS- *Nova Southeastern University FL

Almost half of the students at Nova Southeastern University (Florida) are enrolled in field-based programs taught through distance education. Technology of one kind or another has been the backbone for delivering masters and doctoral level education for students at a distance from the Fischler Center for the Advancement of Education at Nova Southeastern University since its inception in 1964. Two programs that rely heavily on technological delivery are the Graduate Teacher Education Program leading to a Master of Science degree and the Child and Youth Studies program leading to a Doctor of Education degree. Facilitated classes using a combination of audio teleconferencing discussions, individual phone calls, and a local facilitator are a recent approach for the master's program. The computer-assisted format of the doctoral program uses a combination of national cluster sessions twice a year with electronically delivered interaction through various means in the intervals. A survey of 25 students in two clusters suggested that e-mail was the most popular student communication choice. Student satisfaction with delivery systems was generally high, even though many had entered the program with minimal or no computer experience. An appendix presents the student survey. (Contains four tables and seven references.) (SLD)

ED 389 274 IR 017 483

Kontos, G.; And Others

Technology in the Schools: Overcoming Obstacles.

PUB DATE- Oct 95

NOTE- 19p.; Paper presented at the International Conference in Distance Education (6th, San Jose, Costa Rica, October 24-27, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; Developing Nations; *Distance Education; *Educational Technology; Elementary Education; Foreign Countries; Futures (of Society); Online Systems; Preschool Education; *Special Needs Students; *Technological Advancement; *Telecommunications

IDENTIFIERS- *Costa Rica

Distance education and related technologies make possible the sharing of information and techniques between countries to improve teaching and learning for all students, including those with special needs. Distance education delivery tools include computers, phones, and, more recently, compressed video. These tools have been used in the United States and in other countries, including Costa Rica. In that country, online communications techniques and computers are utilized to develop on college programs, college adjustment, preparation for college entrance examinations, financial aid, and career planning. The perspective is international; items aimed exclusively at an American audience are avoided. The first chapter concentrates on computer resources for advising--software on compact disks, diskettes, and videodisks. This chapter also concentrates on videotapes, most of which are less than one hour in length. The last chapter brings together printed resources on nonprint materials for advising. Each entry gives the title, date of production, equipment specifications such as type of computer operating system, price, vendor or producer, and a description of the item's contents. Items are coded with symbols indicating whether "essential to overseas advising" or "would be useful as a reference resource," as appropriate. Other features include a list of distributors, procedures, publishers and subject and title indexes. (BEW)

ED 389 293 IR 017 586

Henkel, Jane R.; Conlin, Bob
Educational Communications Technology and Its Uses in Wisconsin. Staff Brief 94-5.
PUB DATE- 14 Sep 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Educational Planning; *Educational Technology; Educational Television; Elementary Secondary Education; Federal Regulation; Governmental Structure; Grants; Local Government; *State Federal Aid; State Government; *State Legislation; State Regulation; *Telecommunications
IDENTIFIERS- *Wisconsin

This document discusses the uses of educational communications technology in the state of Wisconsin. The report is divided into five parts. Part 1 describes the state and local educational organizational structure in Wisconsin, including the numbers of each type of institution and the students enrolled in their courses or programs. Part 2 examines specific communications technologies available to educational institutions, such as fiber optics, instructional television, satellites, telephones, magnetic media, CD-ROM, and the Internet. Part 3 provides examples of uses of existing communications technologies as well as planned applications. Part 4 discusses recent state legislation relating to the regulation of telecommunications utilities, including planning for the deployment of new high capacity telecommunications equipment and services to educational institutions and grants for telecommunications projects. Part 5 identifies certain federal funds which are available for educational communications technology projects as well as three bills pending before the U.S. Congress relating to the regulation of the telecommunications industry. (AEF)

ED 389 294 IR 017 591

Armstrong, Sara
Telecommunications in the Classroom. Second Edition.
PUB DATE- 95
NOTE- 188p.; For the earlier edition, see ED 325 111. Development of this publication was made possible by a grant from Prodigy

Thinking was to bring together librarians from both countries to provide an East-West perspective on the issue of critical thinking. This document presents 16 papers from the seminar as well as introductory remarks from a Russian and an American participant. Papers are as follows: "The Young Adult and the Library" (Irina Bakhmutskaia and Zoia Iankova); "Library Instruction in the Information Age" (Constance A. Mellon); "The Library Environment and the Development of Critical Thinking" (Margarita Dvorkina); "The Role of the Library in the Socialization and Development of Individual Critical Thinking" (Iuliia Melent'eva); "Librarians as Co-Creators of the Curriculum" (Betsy Baker and Natalie Pelster); "Social and Cultural Aspects of the Library's Role in Development Critical Thinking" (Andrei Kapterov); "In Search of a Definition of Critical Thinking" (Lori Arp); "The Public Library in Russia and the World Around It" (Boris Volodin); "Bibliographic Instruction and the Machine in the Garden of Educational Reform" (Jon Lindgren); "Bibliographic Instruction and the Development of Critical Thinking Among Young Adults" (Slava Matlina); "Bibliographic Instruction, Library Education, and the Role of the Academic Librarian" (Thomas G. Kirk); "Bibliographic Instruction of Students as they Use the Library" (Margarita Samokhina); "The Role of the Library in Promoting Critical Thinking in the Classroom and Beyond" (Joan Ormondroyd); "Why Library Schools Need to Change Their Curriculum" (Raymond G. McInnis); "Totalitarianism, the Soviet Librarian, and Critical Thinking" (Arkadii Sokolov); and "Totalitarian Reality and the Intellectual and Spiritual Potential of Society: Certain Contradictions of Russian Library History" (Boris Volodin). (AA)

ED 389 315 IR 055 701

Towards a New Paradigm for Scholarly Communication. Discussion Paper Prepared by the AUCC-CARL/ABRC Task Force on Academic Libraries and Scholarly Communication = Vers un nouveau paradigme de communication savante. Document de travail prepare par le Groupe et de l'ABRC/CARL sur les bibliotheques universitaires et la communication savante.
PUB DATE- Sep 95
NOTE- 37p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Access to Information; Communication (Thought Transfer); *Computer Mediated Communication; Copyrights; Costs; Electronic Publishing; Faculty Promotion; Foreign Countries; Higher Education; Information Systems; Library Role; Publishing Industry; Research Tools; Scholarly Journals; Tenure
IDENTIFIERS- *Canada; Paradigm Shifts; *Scholarly Communication

The challenges and opportunities presented by fiscal constraint, new technologies and an information "explosion" require that universities and their libraries develop a system by which scholars and students can access information when it is needed. This discussion paper in English and French, is the first of a series of papers intended to raise awareness of important issues in academic libraries' support of scholarship in Canadian universities, to describe initiatives which address these issues, and to propose strategies for dealing with them. The ability of Canadian academic libraries to provide access to scholarly information is increasingly constrained by the worldwide proliferation and high cost of scholarly publications

(Information)
IDENTIFIERS- Environmental Risk Assessment; *National Library Service for the Blind

This report contains the results of a study sponsored by the National Library Service for the Blind and Physically Handicapped to investigate the implications of converting its audio magazine program from flexible disk to audiocassette. Specific issues to be considered included whether or not such a conversion would represent: (1) a financial savings in any or all phases of production or delivery; (2) interruption in service to NLS/BPH talking book machine patrons during equipment transition; or (3) any kind of environmental hazard upon disposal of used cassettes. The groundwork of the study involved visits to four potential commercial producers of audiocassette magazines and preparation of numerous pro forma estimates of postage and landfill costs. The eventual recommendation was in favor of the conversion. The report provides suggestions for specifications in the cassettes' production and packaging and for the timespan over which the conversion should be incrementally implemented. It also allays many of the concerns of the NLS/BPH regarding cost (cassettes will likely save the program money if it uses disposable ones rather than ones that are returned to the NLS/BPH for degaussing and rerecording), patron inconvenience (the library reportedly has enough preexisting unassigned cassette machines for any users needing them), and the environment (the cassette are deemed non-hazardous waste). Numerous tables and figures delineate the study results. (BEW)

ED 389 333   IR 055 723

Jui, Doris
Technology's Impact on Library Operations.
PUB DATE- 10 Dec 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bibliographic Databases; Cataloging; Change; *Information Technology; Library Acquisition; *Library Automation; Library Circulation; *Library Development; Library Networks; *Library Technical Processes; Serials; *Technological Advancement

For the last 58 years, automation has helped to enhance the library system; library operations such as circulation, cataloging, acquisitions, and serials have changed significantly due to technology. Circulation control is often the first activity a library considers automating. In addition to loan transactions, an automated circulation system can perform the following tasks: tracking of circulation materials, checking for excessive number of books checked out, detecting delinquent borrowers, printing out overdue notices, printing out fine statements, enabling rapid access to location or status of items, preparing statistical data of circulation activities, and providing a multiple branch libraries network support. Computer technology has also made a tremendous impact on cataloging. With a bibliographic utility, catalogers are able to recall and transfer a bibliographic record into their computer system where it can be edited through a maintenance feature that automatically creates a MARC record screen for librarians, and a bibliographic screen for patrons. Today, automated acquisition systems provide a close control over purchase orders and funds for printed and non-printed materials. Improvements in hardware and software design have contributing to student success both nationally and at LBCC were counseling, financial aid, computer and independent study labs, special workshops and presentations for students, and study groups, while external factors included support from family and friends, financial support, and having focused educational goals; (2) as for respondents to the student survey, 69.1% were female, 21% were between 18 and 19 years old, and 36.2% were Mexican-American; (3) only 18.4% of the students indicated that they had not declared a major; (4) 48.7% were not receiving any financial aid; (5) 35% indicated that they participated in extracurricular activities; and (6) 88.2% indicated that they had someone in their family who supported their educational endeavor. Appendixes provide an executive summary, the survey instrument, a summary of results, and student comments. Contains 67 references. (TGI)

ED 389 352 JC 950 569

Annual Report to the Governor, 1994-1995 and Statistical Supplement to the Annual Report to the Governor, 1994-1995.
State Board of Directors for Community Colleges of Arizona.
PUB DATE- Nov 95
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Faculty; Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; *School Districts; School Personnel; State Boards of Education; State Surveys; Student Characteristics; Tables (Data); Two Year Colleges; *Vocational Education
IDENTIFIERS- *Arizona

Designed to answer the most frequently asked questions about the Arizona community colleges, this factbook offers organizational, financial, and enrollment data for the state system as a whole as well as individual colleges. First, the State Board's philosophy, mission, and value statements are provided along with a map of Arizona college districts. Next, 1994-95 progress reports are presented for the Board and 19 colleges in 10 districts, including statistical data on enrollments, staffing, and funds and descriptions of major accomplishments for the period. Data on student enrollment and enrollment trends for all the colleges are then presented for 1990-91 to 1994-95, and financial information is detailed for the same period, including the State Board budget for 1994-95. Information on programs of study is provided next, including a curriculum matrix and brief discussions of skills centers, tech prep initiatives, and federal vocational education funding. Finally, a directory of Board staff and lists of districts and colleges are provided. A statistical supplement provides tables of data for 1994-95 for the state's community colleges, covering student enrollment, income sources, expenditures, and numbers and types of certificates issued and staff employed. (MAB)

ED 389 353 JC 950 570

Hansen, Daryl; And Others
Contact: An Intercollegiate Team Teaching Project.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Classroom Techniques; Collage; *College Instruction; *Cooperative Learning; Defense Mechanisms; Group Activities; Higher Education; Instructional Innovation; Learning Activities; *Psychology; Teaching Methods
IDENTIFIERS- Freud (Sigmund)

A truly interactive approach in the classroom involves giving students the freedom to add their own "twist" to course materials and allowing them to decide to some degree how the information will be used. Two learning activities employed in a psychology course serve to illustrate how interactive techniques can encourage students to relate their own experience to course material. The first activity helps students understand the biased impressions individuals hold about one another. Students are asked to make a collage of images that represent their perceptions of who they are. Next, students ask someone who knows them well to make a similar collage. The assignment concludes with an essay, based on at least eight questions provided by the instructor, analyzing the differences between the two collages. The second activity is designed to understand the somewhat confusing concept of defense mechanisms as outlined by Freud and other psychologists. A group of student volunteers work out skits to demonstrate various defense mechanisms, while the remaining students write brief papers on the same topic. The volunteers then present the skits, and the class must decide which defense mechanism is being demonstrated. Interactive approaches to classroom activities present a means for instructors to move students beyond simple factual and content-based information, engaging them in ways that standard lectures do not. Sample collage questions are included. (MAB)

ED 389 370 JC 960 015

Oswald, Patricia A.
Using Personality Scales as an Experiential Learning Activity.
PUB DATE- Mar 95
NOTE- 11p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; College Students; *Experiential Learning; Higher Education; Instructional Improvement; Learning Activities; *Personality Measures; *Psychology; *Student Attitudes; Teaching Methods

Although experiential activities require minimal effort and time commitment on the part of instructors to implement, such activities capture students' interest, assist them in understanding course concepts, and generate excellent class discussions. As a test of experiential teaching techniques, several personality scales were used in a social psychology class to engage students in learning about a variety of topics. Thirty-nine women and 14 men enrolled in a social psychology class volunteered to participate in the study. Early in the semester, students completed an instrument measuring

ED 389 388 PS 023 425

Locke, John L.
The Child's Path to Spoken Language.
PUB DATE- 93
NOTE- 536p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Autism; Biological Influences; Blindness; *Child Language; Deafness; Developmental Stages; Epistemology; Evolution; *Infants; *Language Acquisition; *Language Processing; Linguistic Theory; *Neurolinguistics; Neurological Impairments; Prenatal Influences; *Psycholinguistics; *Young Children

A major synthesis of the latest research on early language acquisition, this book explores what gives infants the remarkable capacity to progress from babbling to meaningful sentences, and what inclines a child to speak. The book examines the neurological, perceptual, social, and linguistic aspects of language acquisition in young children, from prenatal life to full linguistic capacity. To distinguish what comes naturally from what must be taught, the book also considers language in a larger biological context. It examines comparative data on nonhuman primates and songbirds and looks at special human populations, including deaf, blind, autistic, brain damaged, and tracheotomized infants. This biolinguistic approach raises questions about the evolution of linguistic capacity in the species. The 11 chapters of the book are: (1) "A Biolinguistic Approach to Language Development"; (2) "Faces and Voices: A Perceptual Path to Spoken Communication"; (3) "The Social Capacity for Spoken Language"; (4) "Vocal Communication and Vocal Learning"; (5) "The Infant Becomes Articulate"; (6) "The Neural Specialization for Linguistic Communication"; (7) "Development of the Neural Capacity for Linguistic Communication"; (8) "The Urge To Convey and the Capacity for Reference"; (9) "Development of Spoken Language"; (10) "Other Paths: The Neurobiology of Linguistic Variation"; and (11) "Reflections on the Path to Language." Contains over 1,200 references. (ET)

ED 389 389 PS 023 461

Burruss, Shelley M.; And Others
Serving the Needs of At-Risk Students: The Community Approach and Teacher Perceptions of Its Effectiveness.
PUB DATE- May 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Community Support; Cooperation; Educational Environment; Elementary Education; *High Risk Students; Outcomes of Education; Parent Participation; *Program Effectiveness; Program Evaluation; Program Improvement; Self Control; Self Esteem; Student Attitudes

This study evaluated a program for meeting the needs of at-risk students in a Virginia elementary school. The program, known as the "community approach," was designed to foster the success of at-risk students by increasing parent involvement, allowing means of eliminating child labor; (2) "Schooling as a Deterrent to Child Labour"; (3) "Combining School and Work"; (4) "Economic Constraints against School Participation"; (5) "Social Causes in Child Work and Low School Participation"; (6) "Family Causes of Child Work and Low School Participation"; (7) "Discrepancies in Education between Rural and Urban Areas; (8) "Gender Differences in Education and Work," including levels of education participation, economic impact, and discrimination; (9) "The Responsibilities of Growing Up"; (10) "School as a Cause of Work," focusing on the shortage of funds for education, a critique of orthodox approaches, systemic problems, and teacher attitudes; (11) "The Educational Function of Work"; (12) "The Impact of Work on Education," including physical and mental health impacts; and (13) "Conclusion: Some Policy Implications Suggested by Research of Education and Work," asserting that genuine reform will be facilitated only by governmental commitment to increase resources to primary education and to support school reform measures--flexibility of scheduling and making curricula and teaching methods more suited for low-income children and families. (Contains 172 references.) (BGC)

ED 389 406 PS 023 697

Biggs, Dinny; And Others
In Our Own Backyard: A Teaching Guide for the Rights of the Child (Intended for Grade 1 through Grade 8).
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Advocacy; Childhood Needs; *Childrens Rights; Child Responsibility; Child Welfare; Educational Resources; Elementary Education; Elementary School Students; Foreign Countries; *Learning Activities; Teaching Guides; Teaching Methods
IDENTIFIERS- Canada; *United Nations Convention on Rights of the Child

This guide presents children's rights as an issue directly affecting all children and one in which children's meaningful participation affects the responsibilities that accompany those rights. The handbook is organized around teaching ideas about the Convention on the Rights of the Child adopted by the United Nations in 1989 and later ratified by several member nations. Part 1, "Know Your Rights," suggests nine teaching tools and resources for a broad overview of children's rights and is followed by activity suggestions. This section provides information on monitoring students' learning, identifying students' location on the continuous process of inquiry, and selecting the appropriate tool for an entry point, an application, a summarizing activity, an action taking project, and so on. Part 2 provides activity ideas related to particular rights under five theme categories: mental and physical well-being, identity and expression, family and community, knowledge and culture, and law and protection. Part 3 provides additional resource suggestions and teaching aids, including informational material, a rights of the child poster, case study cards, and rights cards. (AP)

ED 389 407 PS 023 700

Adams, Gina; Sandfort, Jodi

programs to demonstrate their ability to meet certain standards, consists of quality indicators under 6 major headings: (1) provide a healthy and safe environment (43 major indicators); (2) foster physical and intellectual growth and development and creative expression (28 major indicators); (3) build positive self-esteem and individual responsibility (13 major indicators); (4) develop and maintain positive interaction of children and adults (9 major indicators); (5) communication and coordination between home and center (10 major indicators); (6) maintain effective personnel communications and efficient management practices (14 major indicators). The document also includes application materials for accreditation. (JW)

ED 389 426 PS 023 749

Decker, Larry E.; Boo, Mary Richardson
Creating Learning Communities: An Introduction to Community Education.
PUB DATE- 95
NOTE- 33p.; Foreword by P. Michael Timpane.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Community Action; Community Centers; Community Cooperation; Community Coordination; *Community Education; *Community Resources; *Lifelong Learning; *Nonschool Educational Programs; Partnerships in Education

Schools cannot succeed without collaboration with parents and the community. Defining community education as active community involvement in the education of children, this booklet describes aspects of community education. Community education, the booklet points out, can take place at physical locations such as formal school buildings, which lie dormant much of the year, and recreation centers. The booklet argues that community members must be involved in designing a community education program that meets a large variety of needs, by providing diverse educational services, by promoting interagency cooperation and public-private partnerships, and by providing community improvement and citizen involvement. Possible components of a community education program are suggested: (1) remedial and enrichment activities; (2) noncredit enrichment classes for adults; (3) sports, craft, and other recreation activities for adults and children; (4) preschool and after-school child care; (5) programs serving senior citizens and other special populations; (6) career education; (7) volunteer programs; (8) literacy programs; (9) family education programs; and (10) community newsletters. Sources of possible funding for community education are also listed, including: (1) school or city budgets; (2) municipal or county agencies; (3) fees paid by program participants; (4) federal and state programs; and (5) grants from corporations and foundations. Two important aspects of programs, ongoing assessment and public relations, are noted. Descriptions of various existing community education programs conclude the booklet. (JW)

ED 389 427 PS 023 750

Albright, Lucille; And Others
Motivating Students to Appropriate Behavior.
PUB DATE- Apr 95

Role; School Role; Values; *Values Education
IDENTIFIERS- *Moral Education; *Scotland

This study of values education was conducted in primary schools in Scotland between April 1993 and April 1995. The study: (1) explored the kinds of values implicitly and explicitly taught; (2) investigated teachers', pupils', and parents' perceptions of values education; (3) explored the ways value education occurs; and (4) sought to raise awareness of these ways. Data collection consisted of initial in-depth studies of values education in five primary schools and a postal survey with teachers and headteachers in a sample of Scottish primary schools. The in-depth studies included interviews and discussions with teachers and administrators, classroom observations, and analysis of student writings. The postal survey was designed to explore issues emerging from the in-depth studies. Results include the following: (1) there was considerable consensus among school staff over the values they wished to impart upon their students; (2) most staff and parents saw values education as being the primary responsibility of the parents, not the school; (3) headteachers generally saw it as their role to establish a policy and tone for values education; and (4) values were defined in broad terms, including caring, self-esteem, cooperation, respect, and consideration. (Contains 84 references and a technical appendix describing methodology.) (JW)

ED 389 447 PS 023 816

Huge Increase in Day-Care Workers: A Result of Multiple Societal Changes.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Child Caregivers; *Day Care; Early Childhood Education; Economic Factors; *Educational Change; Educational Development; Educational Economics; Educational Supply; Educational Trends; Employed Parents; *Enrollment Influences; Family Work Relationship; Financial Support; Mothers; Preschool Teachers; Teacher Salaries; *Teacher Supply and Demand
IDENTIFIERS- Affordability; Project Head Start

Using Bureau of Labor Statistics estimates of employment in day-care establishments, this study analyzes changes in day care over the past 20 years. Growth in day-care employment has been much stronger than that of other industries. Since 1972, employment has increased by nearly 250 per cent. Causes of growth includes changing trends in enrollment and staffing ratios. Increased enrollment can be inferred from a variety of measures, including an increase in the child population; changes in family composition which have resulted in more single-parent families; and an increase in the number of working women. There are also factors which enable more children to attend day care programs. In particular, day care has become more affordable. This has been the result of increased government funding of day care; the growth of Head Start and other programs for children from low-income families; an increase in state and local initiatives for the further establishment of day care; tax breaks related to day-care expenses; and private initiatives stemming from both corporate and non-profit efforts to increase accessibility to day care. Another mitigating factor is the low cost of labor in the day care industry. (JW) traditional, gender-segregated work education, according to the essays. (Contains 99 references.) (MDM)

ED 389 467 PS 023 871

Pry, Rene; And Others
Socio-Cognitive Abilities of Children between 4-5 Years of Age Coming from Immigrant Families.
PUB DATE- Sep 95
NOTE- 14p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Ability; *Cognitive Processes; Cultural Influences; Early Childhood Education; Foreign Countries; *Immigrants; *Interpersonal Competence; *Preschool Children; Test Bias
IDENTIFIERS- France; Maghreb Countries

This study examined the social and cognitive competence of immigrant preschool children in France. A total of 25 immigrant (Maghreb) children and 25 nonimmigrant French children age 4 and 5 years participated in the study, which compared their cognitive abilities, adaptive behaviors, play abilities, and success in the first year of elementary school. It found that the immigrant children received lower scores than the nonimmigrant children in all four areas. The results suggest that children from an immigrant background seemed to "cognitivize" more than nonimmigrant children the adaptations that define the social intelligence. For nonimmigrant children, these cognitive processes were heavily mobilized in learning situations and were much more in action in applications of practical intelligence. Possible cultural and linguistic biases of the instruments used to measure cognitive abilities and adaptive behaviors are also discussed. (Contains 50 references.) (MDM)

ED 389 468 PS 023 873

Tong, Dean
Don't Blame ME, Daddy. False Accusations of Child Sexual Abuse: A Hidden National Tragedy.
PUB DATE- 92
NOTE- 230p.; Foreword by Ralph Underwager.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Child Custody; Child Psychology; *Court Litigation; Divorce; Emotional Problems; *Fathers; *Parent Child Relationship; Parent Materials; Personality Traits; *Sexual Abuse; Social Workers; Young Children
IDENTIFIERS- *False Allegations; *SAID Syndrome

Noting the increase in false accusations of child sexual abuse where divorce and custody litigation is in progress, this book examines the consequences of such accusations for everyone involved and provides defensive strategies for those falsely accused. The book draws on four case studies, including a personal one, to illustrate the chronology and effects of false rates by permitting students to maintain a cultural base in their home communities. At Haskell Indian Nations University, a federally operated college with 100 percent American Indian and Alaska Native enrollment, faculty and staff have instituted a variety of structural and curricular changes aimed at highlighting the relevancy of students' cultures and values. Such strategies narrow the gap between students' expectations and the realities of the freshman year and increase the likelihood that students will assign appropriate meanings to surprises. (SV)

ED 389 485 RC 020 324

Gessaman, Paul H.
Surveying Community Needs and Priorities: A Community Needs Assessment Tool Kit.
PUB DATE- May 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Citizen Participation; Community Characteristics; *Community Development; Community Planning; *Community Surveys; *Data Collection; Economic Development; *Local Issues; *Needs Assessment; *Public Opinion; Questionnaires; Rural Areas

This document identifies steps in organizing and conducting a community survey and provides materials for assembling a well-focused survey form. Planning and conducting a successful survey involves the organization of a planning group, selection of relevant topics and information to be collected on each topic, preparation of a survey form, identification of local organizations willing to conduct the survey, tabulation of survey responses, report preparation, and communication of survey results to the community. Appendix A provides a case study example of a community needs and priorities assessment developed and carried out by citizens in a fictional community in Nebraska. It includes a brief synopsis of the situation in this community and describes community leaders who decided to take action when the future of the community was threatened. Appendix B includes examples of cover letter and cover pages and information on customizing a community needs assessment. Appendix C (Customizing A Needs Assessment) includes survey topics and statements related to community appearance; public buildings; public parks and green areas; streets, sidewalks, signs, and lighting; community utilities and services; health care personnel, programs, and services; housing; expanding the local economic base; community outdoor and indoor recreation; self-development opportunities; tourism development; and small-scale entrepreneurship. This section also includes blank forms for constructing a community survey. (LP)

ED 389 486 RC 020 326

The Healing Generation's Journey to the Year 2000...The National Agenda for American Indian/Alaska Native Youth.
PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

This paper examines the imbalance in representation of native-born Mainers on the school board in Mount Desert Island, Maine. Mount Desert Island is the location of Acadia, the second most visited national park in the United States. In this community, native-born Mainers represent 68 percent of the year-round population, but 80 percent of people serving on the school board are residents as a result of in-migration. The paper identifies cultural themes that have evolved from Maine's history, its position as the eastern "frontier," and exigencies of its climate and economy. An analysis based on acculturation theory and role theory found that cultural differences between native-born Mainers and in-migrants deter local people from competing for leadership roles in their communities. The poor representation of native-born people on local school boards negatively affects the education of their children, and, in effect, those who most need a voice do not have one. The reasons many Maine students do not seek postsecondary education are complex, involving deeply rooted cultural patterns and the perception that opportunities are limited in a rural economy. This paper identifies strengths of rural culture including a strong work ethic, individuality, a strong sense of family and community, and the importance placed on quality of life as opposed to status and materialism. Recommendations are offered for increasing leadership opportunities for native-born Mainers. Appendices include graphs illustrating percentages of native-born Mainers in the population and on the school board, percentage of town budget spent on education, and percentage of households with children. (LP)

ED 389 503 RC 020 369

Howley, Craig
The Matthew Principle: A West Virginia Replication?
PUB DATE- 15 Nov 95
NOTE- 26p.; Revised version of paper presented at the Annual Meeting of the National Rural Education Association (Salt Lake City, UT, October 1995). "Education Policy Analysis Archives" is an electronic journal.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Disadvantaged; Educational Policy; Elementary Secondary Education; Multiple Regression Analysis; Multivariate Analysis; *Outcomes of Education; *School District Size; School Effectiveness; *School Size; *Small Schools; *Socioeconomic Status
IDENTIFIERS- *West Virginia

In 1988, a California study by Friedkin and Necochea confirmed an interaction between size and socioeconomic status such that large schools benefited affluent students, whereas small schools benefited impoverished students. This report describes a replication applying the model to West Virginia schools and school districts. In order to control for widely varying grade-span configurations, school size was defined as the fall 1990 enrollment in the grade-level cohort under analysis. Separate analyses were carried out on grades 3, 6, 9, and 11. Achievement was defined as composite basic skills scores on the Comprehensive Test of Basic Skills. Socioeconomic status was defined as (1) the proportion of students receiving free or reduced-price meals and (2) the proportion of the adult population with educational attainment less than grade 12. The results of bivariate correlational and multivariate regression

Problems appear in the stated beliefs and views of these science education researchers. These problems are discussed through the current and former theories of educational philosophy. The need for balanced perspectives when discussing problems in science education is also probed. The views of science education should not be tied to two extreme theories rather they should relate to the many philosophies of science and science education. Contains 69 references. (MVL)

ED 389 521 SE 056 801

Frost, Roger
The IT in Secondary Science Book. A Compendium of Ideas for Using Computers and Teaching Science.
PUB DATE- Apr 94
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Interfaces; *Computer Uses in Education; *Databases; Foreign Countries; *Science Activities; Science Education; Science Projects; Secondary Education; *Secondary School Science; *Spreadsheets
IDENTIFIERS- Microcomputer Based Laboratories

Scientists need to measure and communicate, to handle information, and model ideas. In essence, they need to process information. Young scientists have the same needs. Computers have become a tremendously important addition to the processing of information through database use, graphing and modeling and also in the collection of information through the use of sensors directly connected to the computer. This sourcebook for teachers is a major catalogue of ideas for teaching science with information technology (IT) and provides numerous examples and activities for teachers and students using computers to explore. The topics covered include biology, chemistry, and physics applications of: databases, spreadsheets, sensors, word processing, graphics, and modeling. Also included are sources for curriculum materials, software, data logging and control, advice, national organizations, and suppliers. (MVL)

ED 389 522 SE 056 802

Women, Minorities, and Persons with Disabilities in Science and Engineering: 1994.
PUB DATE- Nov 94
NOTE- 444p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Disabilities; Disability Discrimination; *Engineering Education; *Equal Opportunities (Jobs); *Females; Higher Education; *Minority Groups; *Science Education

Continuing progress in science and engineering is essential to meeting the Nation's goals of improved international competitiveness and enhanced economic and social well-being for all citizens. The full utilization of human resources is a vital factor in the realization of this objective. Participation in science and engineering in the United States has not reflected the diversity of the Nation's population. This report documents the different rates at which groups in the population are represented in science and engineering. The traditionally underrepresented groups of racial and ethnic

Mathematics; Small Group Instruction
IDENTIFIERS- *Representations (Mathematics)

This paper addresses a central issue in secondary school geometry, namely the role of proof. In an integrated mathematics and science curriculum, the role of proof as a process of conjecturing, explaining, and justifying within a small-group setting is analyzed. Particular attention is given to the students' use of empirical evidence and algebraic representations. Each class session of this unit was videotaped, and during small group work, the focus group was videotaped. Written work and computer work done by the group were made available to the researcher for analysis. Extensive field notes were taken by the researcher during class sessions and videotapes of class sessions were reviewed and transcribed for more detailed analysis. (Author/MKR)

ED 389 544 SE 057 187

Kieren, Thomas; And Others
Formulating the Fibonacci Sequence: Paths or Jumps in Mathematical Understanding.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177. Diagrams contain very small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; College Students; Foreign Countries; Higher Education; Interviews; Mathematics Instruction; *Number Concepts; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Fibonacci Sequences

In dynamical theory, mathematical understanding is considered to be that of a person (or group) of a topic (or problem) in a situation or setting. This paper compares the interactions between the situations and the mathematical understandings of two students by comparing the growth in understanding within a Fibonacci sequence setting in which specific tasks were suggested and interventions made, with that of the same students in a Fibonacci setting in which only a general prompt was offered. In the former setting, the growth of understanding was characterized by jumps, indicating a collection of specific images or patterns. In the second setting, these students exhibited a continuous, non-linear pathway of understanding more governed by epistemological interest and featuring more formulated reasoning. Contains 11 references. (Author/MKR)

ED 389 545 SE 057 188

Mikusa, Michael
How Students Establish the Truth of Their Ideas in School Geometry.
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English

describes the geometric thinking of gifted students in the 6th through 8th grades prior to a formal course in geometry and made comparisons with what has been found with other populations. The results from 120 students who completed a 25-item multiple choice paper-and-pencil test, developed by the Cognitive Development and Achievement in Secondary School Geometry Project, and 64 students who participated in 30-45 minute individual interviews were analyzed. Although the responses of the students on the multiple-choice test did form a hierarchy overall, 35.8% of the gifted students tested skipped levels in the van Hiele model. Analysis of the clinical interviews confirmed that individuals do not demonstrate the same level of thinking in all areas of geometry. Many of the students lacked correct basic definitions of terms such as congruent and similar, but they attempted to deduce the definitions from contextual clues. Once they established a definition, correct or incorrect, most students reasoned consistently from it. Although reasoning was a strength of most of the subjects, they did not know how to construct an acceptable formal geometric proof. (Author)

ED 389 569 SE 057 212

Adams, Verna M.; Price, Terry M.
The Development of a Student Theory: The Role of Discourse.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Concept Formation; *Discussion; *Division; Grade 7; Junior High Schools; *Junior High School Students; Mathematics Instruction
IDENTIFIERS- *Mathematical Communication

This study examines the role of discourse in the development of students' understandings of a rule for determining if a number is divisible by 8. The rule was suggested by a student in a seventh-grade mathematics class. Its validity was investigated in whole-class discussions that occurred on 3 consecutive days. In addition to making field notes and videotaping classroom interactions, what students learned was investigated through the use of whole class surveys and interviews with 9 out of 29 students. Discourse served to sustain the investigation, to assist students' development of the idea, and to confuse students. Confusion occurred as a result of "failures of context" when the discourse failed to deal with the complexity of the language structure involved in a rule and to discriminate between meanings of words such as even and evenly. (Author)

ED 389 570 SE 057 213

Porter, Mary K.; Masingila, Joanna O.
The Effects of Writing To Learn Mathematics on the Types of Errors Students Make in a College Calculus Class.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24,

ED 389 593 SE 057 237

Nicholas, Sacra N.
An Investigation of Teacher Reflection: Four Mathematics Teachers Reflect on Education.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conceptual Tempo; Mathematics Instruction; *Mathematics Teachers; Observation; *Reflective Teaching; Secondary Education; Secondary School Teachers; Teacher Attitudes

What is the nature and role of reflection for teachers? How is teacher reflection influenced by environmental/situational factors? Examination of stated beliefs and observed practices of four 7th and 8th grade mathematics classroom teachers were used as evidential sources to help answer these questions in this interpretive investigation. Multiple data sources revealed classroom settings elicited mostly spontaneous, technically oriented reflections, while reflections in the interview setting were more personally focused. An analysis of the teachers' metaphorical language indicated that reflections could be increased through the influence of a conflicted educational context and inhibited by deep level belief structures that limited the scope of reflections. (Author)

ED 389 594 SE 057 238

Cooney, Thomas J.; Wilson, Patricia S.
On the Notion of Secondary Preservice Teachers' Ways of Knowing Mathematics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177. Research also supported by the Georgia Research Alliance.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Knowledge Level; *Mathematics Education; *Mathematics Teachers; *Preservice Teacher Education; Secondary Education; *Teacher Attitudes; Technology Education
IDENTIFIERS- NCTM Curriculum and Evaluation Standards; Preservice Teachers; *Teacher Candidates

This study investigated the beliefs about mathematics held by two secondary preservice teachers as they participated in a teacher education program that promoted the National Council of Teachers of Mathematics (NCTM) Standards and the use of technology. Of particular interest was what the teachers believed and how those beliefs were structured. Theoretical perspectives developed by Green (1971), Perry (1970), and Belenky, Clinchy, Goldberger, and Tarule (1986) were particularly helpful in this analysis. Analyses of data taken

Education; *Mathematics Teachers; *Professional Development

Creating communities of discourse among teachers that tread the "delicate middle ground" of theory linked to actual classroom practice can serve the purpose of promoting teachers' ongoing professional development. Yet both teachers and teacher educators are navigating relatively uncharted territory in attempting to develop such communities. This paper examines some of the features of such a community of discourse, the dilemmas faced in creating and maintaining it, and poses some questions for further investigation. (Author)

ED 389 618 SE 057 263

Dann, Emily; And Others
"Unconsciously Learning Something:" A Focus on Teacher Questioning.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 11p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Grade 7; Junior High Schools; *Junior High School Students; Longitudinal Studies; Mathematics Instruction; *Questioning Techniques
IDENTIFIERS- Combinatorics; *Representations (Mathematics)

The mathematical behaviors of a group of seventh grade students were observed as part of a longitudinal study of how children build mathematical ideas. The children, having built representations of their solutions to a combinatorics task, were challenged by their teacher to explain and discuss their ideas, and to extend them to similar situations. This report focuses on how teacher questioning facilitated students as they: (1) justified their ideas; (2) extended ideas to problems with similar structure; (3) made connections to previous tasks; and (4) generalized their conjectures in the context of isomorphic problems. (Author/MKR)

ED 389 619 SE 057 264

McClain, Kay; Whitenack, Joy
An Analysis of the Teacher's Proactive Role in Redescribing and Notating Students' Explanations and Solutions.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Elementary School Teachers; Grade 1; Mathematics Instruction; *Mathematics Teachers; Primary Education; *Symbols (Mathematics); *Teacher Role

The analysis reported in this paper is part of a year-long first-grade teaching experiment and focuses on the teacher's proactive role in supporting students' mathematical growth in an inquiry mathematics classroom. Within the project classroom, Awareness"; (2) "Is Scarcity the Problem?"; (3) "Are There Too Many People?"; (4) "Is Technology the Answer?"; (5) "Rich World, Poor World"; (6) "Will More Foreign Aid Help End Hunger?"; (7) "Can Change Happen?" and (8) "Working Together for Change." A resource guide provides an extensive list of supplemental teaching materials and organizations involved in alleviating world hunger. (EH)

ED 389 641 SO 025 433

Javorski, Mary
The Canadian West Discovered: An Exhibition of Printed Maps from the 16th to Early 20th Century (Glenbow Museum, Calgary, Alberta, Canada, January 26-April 15, 1983).
SPONS. AGENCY- Canada Council, Ottawa (Ontario).
PUB DATE- 83
NOTE- 151p.; Maps reproduced hear are from the collections of the Glenbow Museum, University of British Columbia, and National Map Collection (Public Archives of Canada).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reference Materials - Geographic Materials (133)
DESCRIPTORS- Area Studies; *Canadian Studies; Foreign Countries; History; *Maps; Social Studies
IDENTIFIERS- *Canada; Historical Research

This document provides historical research from the earliest French experiences on the upper North American peninsula through today. Approximately 50 maps have been provided outlining the evolution of information that has been collected by those who sought to explore the region. Most of these explorers were trading company employees who were hired as scientists to map out the best trade routes across this massive land. Later mapping expeditions were carried out by the government. Over time inventions such as the printing machine and better transportation allowed more information to be collected which produced better quality maps. These higher quality maps played a significant role in the way Canada was settled. The maps are presented in five sections: (1) The West before Exploration and Settlement, Maps 1-6; (2) Exploration through the Arctic, Maps 7-14; (3) Exploration and Settlement by Sea, Maps 15-31; (4) Exploration Overland, Maps 32-44; and (5) The Settlement Period, Maps 45-50. (JAG)

ED 389 642 SO 025 459

Schilling, Dianne
Getting Along: Activities for Teaching Cooperation--Responsibility--Respect.
PUB DATE- 93
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Antisocial Behavior; Conflict; *Conflict Resolution; Cooperation; *Decision Making; Elementary Secondary Education; Global Education; Group Activities; Intergroup Relations; International Relations; *Interpersonal Communication; Multicultural Education; *Peace; *Problem Solving; Prosocial Behavior; Social Control; Social Problems; Social Studies; Teamwork

This book provides activities to introduce or reintroduce students to conflict resolution skills in a deliberate, conflict. To become critical thinkers, students must comprehend the form and content of information. This book offers ideas, strategies, and activities for promoting critical thinking and viewing skills in order to assimilate messages from news, advertising, television, and motion picture sources. The book is organized into seven chapters that are subdivided into specific topics with related activities for integration into the curriculum. Each activity is coded by grade level and by applicable curriculum area. The broad areas described by chapter headings are: (1) "Education, Media and Mindsets"; (2) "Media Literacy and Visual Literacy: Instructional Imperatives in a Wired World"; (3) "Getting Started: Ways of Seeing, Ways of Saying"; (4) "Making the Living Room a Learning Room by Using TV Effectively"; (5) "Advertising: Exploring the Consumer Culture in the Classroom"; (6) "Reading the News: Interpreting Form and Content"; and (7) "Movies as Mentors: Teaching with Motion Pictures." The book is indexed, contains a reference list, a recommended reading list, and concludes with brief author biographies. (MM)

ED 389 663 SO 025 742

Smith, Michelle Knovic; And Others
Image and Identity: Clothing and Adolescence in the 1990s.
SPONS. AGENCY- Brother International Corp., Somerset, NJ.
PUB DATE- 90
NOTE- 47p.; Photographs and illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Values; *Clothing; Cultural Influences; *Design Preferences; *Material Culture; Secondary Education; Values
IDENTIFIERS- *Adolescent Attitudes

This document looks for meanings in the U.S. adolescent's relationship with clothing and fashion. The material is designed to be used with senior high school students but may be adapted for older or younger students. The topic is particularly relevant to English, sociology, home economics, history, and current events classes. In four activities students move from general observations about clothing to consideration of their own personal wardrobes, then to focus on school/community styles, and finally to the global aspects of outside influences on individual choices. Each of 4 activities contains a brief teachers' background section, a step-by-step lesson plan, reproducible worksheets, and suggested assignments. The activities include: (1) "Clothes Talk: Themes Found in Apparel"; (2) "Clothes Count: Personal Wardrobes"; (3) "Clothes Perception: Identifying Styles"; and (4) "Clothes Appeal: Commercial Arbiters of Style." A follow up section offers suggestions for further exploration and study of the topic. (MM)

ED 389 664 SO 025 753

White, Sheida; Akhtar, Sahar
NAEP Assessment in U.S. History, 1994.
PUB DATE- Oct 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 389 682 SP 036 326

Principles for Professional Development: AFT's Guidelines for Creating Professional Development Programs That Make a Difference.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Environment; *Educational Principles; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Knowledge Base for Teaching; Knowledge Level; *Professional Continuing Education; Secondary School Teachers; *Teacher Effectiveness
IDENTIFIERS- American Federation of Teachers

Professional development for teachers is a continuous process of individual and collective examination of practice. This publication first identifies reasons why traditional staff development often fails and several prerequisites for effective professional development. These include establishing real stakes for students; providing incentives for teachers to take the risks inherent in changing practices; convincing educators that proposed changes are substantial and not merely fads; and implementing policies that create a foundation for a safe and orderly learning environment. Nine principles of effective professional development are then presented: (1) professional development should ensure depth of content knowledge; (2) it should provide a strong foundation in the pedagogy of particular disciplines; (3) it should provide more general knowledge about teaching and learning processes and about schools as institutions; (4) it should be rooted in and reflect the best available research; (5) it should contribute to measurable improvement in student achievement; (6) it expects teachers to be intellectually engaged with ideas and resources; (7) it provides sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate these into their practice; (8) it should be designed by representatives of those who participate in it, in cooperation with experts in the field; and (9) it should take a variety of forms, including some not typically considered. (ND)

ED 389 683 SP 036 327

Land, Warren A.; Land, Elizabeth R.
Changing a Professional Education Program and Its Effect on Student Characteristics.
PUB DATE- Nov 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Program Effectiveness; *Scores; State Legislation; *State Standards; *Student Characteristics; *Teacher Education Programs
IDENTIFIERS- *Mississippi; *National Teacher Examinations

Health and Nutrition Examination Survey (1988-91). This section presents a two-pronged strategy, with one prong aimed at the total population and the other at the high risk groups. Section 3 reviews important considerations for public education efforts, especially the general population's knowledge level regarding nutrition. Section 4, which deals with target audiences, specifies that the high risk treatment population is defined on the basis of LDL-cholesterol levels. Section 5 lists communications objectives and strategies for both the general population and high-risk groups. Section 6 lays out the desired resulting actions for both groups. Section 7 presents conclusions and notes anticipated future changes in public knowledge, health behavior, and education. (JB)

ED 389 701 SP 036 360

Glanz, Jeffrey
A Step towards Enhancing the Field of Instructional Supervision: A Modest Proposal for a New Journal.
PUB DATE- 5 Nov 95
NOTE- 17p.; Paper presented at the Fall Meeting of the Council of Professors of Instructional Supervision (University Park, PA, November 5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Educational History; Elementary Secondary Education; Higher Education; Intellectual Disciplines; Professional Associations; *Scholarly Journals; Teacher Education; *Teacher Supervision
IDENTIFIERS- Council of Professors of Instruction Supervision

This paper proposes that the Council of Professors of Instructional Supervision (COPIS) start a journal devoted to the study and practice of instructional supervision and examines the history of "The Journal of Educational Method" to support the contention that the proposed new journal could thrive. An opening section argues that the proposed journal would help to enhance the field's reputation, would enliven supervision as a field of study, and would provide an outlet for scholarship. There is a lack of journals in the field, and other related fields in education may not be able to support many more journals than they currently support. However, if supervision is broadly conceived as related to many contexts, with varied approaches, and if inclusivity is valued and encouraged, then varied outlets for dissemination and scholarship would be welcome and necessary. The section devoted to "The Journal of Educational Method" reviews the journal's history as well as the history of the organization that published it, the professional orientation of the journal, how scholars came together to start and run the journal, and organizational difficulties. This section also outlines the characteristics of this journal and presents a detailed outline for the proposed new journal and related organizational considerations. The conclusion expresses the hope that continued dialogue will eventuate in the debut and publication of a new journal devoted to instructional supervision. (Contains 26 references.) (JB)

ED 389 702 SP 036 362

Oliver, Helen; Utermohlen, Robert
An Innovative Teaching Strategy: Using Critical Thinking To Give

Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Community Involvement; English (Second Language); *English Instruction; *Literacy Education; Outreach Programs; Second Language Instruction; *Transitional Programs

This report reviews government-funded, English-as-a-Second-Language (ESL) projects for adults at three schools: in Arlington (Virginia) public schools, in an El Paso (Texas) community college, and in the Massachusetts Department of Education. The Arlington Adult Learning System (AALS) demonstrated how coordination by a community-based organization, a vocational institution, and an institution of higher education helped adults prepare for job training and academic study. The Texas Success Through Transition English Project (STEP) worked with community-based organizations and the community college to deliver services to adults for academic and technical programs. The Massachusetts English Literacy Demonstration Project (MELD) illustrated how a State education agency supported partnerships with community-based organizations and community colleges to strengthen educational and employment opportunities for linguistic minorities in urban and rural areas of the state. Each model is described in detail, with the key elements of success extrapolated. Appendixes include project summaries, Federal Register announcement, and resource information. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (NAV)

ED 389 235 FL 801 090

Paine, Miriam, Ed.; And Others
A Time To Learn--Units 1 & 2. A Resource For Teachers of Bilingual Literacy Learners.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 93
NOTE- 231p.; For a related document, see ED 378 849. Produced by the Migrant Women's Learning Centre.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; Basic Skills; *English (Second Language); Foreign Countries; *Foreign Nationals; *Health Education; *Immigrants; *Lifelong Learning; Limited English Speaking; *Literacy Education; Teacher Education
IDENTIFIERS- Australia

This manual offers assistance for those working with adult, English-as-a-Second-Language (ESL) learners who have been long-time residents of Australia. Two specific units of instruction concentrate on past experiences and health concerns for the learners. Unit 1 focuses on past experiences and Unit 2 on health. Various learning approaches are described: whole word recognition versus phonics; psycholinguistic approach to reading; language experience approach; process, genre-based, and composition-based writing approaches; and general language development. Sample programs are described, and worksheets used are included for reference. Each unit contains an introduction, contents list, teachers notes with worksheets, readings, and resources at three experience levels. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (NAV)

ED 389 236 HE 028 754

Students; Grade Equivalent Scores; Grading; *Higher Education; Preschool Education; Teacher Education; Technical Education; Universities; Vocational Education
IDENTIFIERS- *Cameroon; Francophone Africa

This report on the educational system of Cameroon contains information for university admissions officers and registrars in the United States on the credentials and other documentation that would be minimally required for student entry from Cameroon to specified levels of study in the United States. In Cameroon French and English languages share official national status. Consequently, discussion of educational levels in this report covers Anglophone and Francophone education for both. Areas covered include the history of Cameroon; Cameroon's geography and population; preschool, primary, and secondary education; technical and vocational education; teacher training education for nursery teachers, primary teachers, and secondary teachers; grading scales; university education; engineering education; and postsecondary grading scales. The report also lists the eight universities in Cameroon with a one-sentence description of their mission, and address and telephone number. Appendixes contain 11 sample documents including transcripts and examination certificates, a map of Cameroon, and an educational ladder and credentials required. (JB)

ED 389 255   HE 028 774

O'Neill, Holly A.
Zambia: A Country Guide Series Report from the AACRAO-AID Project.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- African History; *Credentials; Documentation; Educational History; *Elementary Secondary Education; Foreign Countries; Foreign Students; *Higher Education; Preschool Education; Teacher Education; Technical Education; Universities; Vocational Education
IDENTIFIERS- Copperbelt University (Zambia); University of Zambia; *Zambia

This report on the educational system of Zambia contains information for university admissions officers and registrars in the United States on the credentials and other documentation that would be minimally required for student entry from Zambia to specified levels of study in the United States. A section of general information describes that nation's location, geography, economics, climate, population and language. A brief historical description describes the periods from 1889 to the present. A section specifically on educational history describes education under pre-colonial, British South Africa Company rule, under colonial office rule, and during the period after 1964 and independence. A section on education in the pre-independence era between 1924 and 1964 details European education in Zambia, African education, and technical and vocational education. The next section lays out the current system including administration, finance, and school year. This section also details pre-school and primary education, secondary education, technical and vocational education, teacher training, and higher education. The description of higher education consists largely of information on Copperbelt University and the University of Zambia (academic disciplines, creativity, logical thinking, and a new attitude of preschool and elementary level students towards technology. Students with special needs are especially helped by the technology. Some of the current and future applications of distance education technologies for this category of students are described. (Contains 21 references.) (Author)

ED 389 275 IR 017 484

Bai, Jie
A Comparative Study of the Use of Video in American Higher Education and That in Chinese Higher Education.
PUB DATE- Sep 95
NOTE- 14p.; Master's Research Paper, Northern Illinois University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Access to Education; Comparative Analysis; Cross Cultural Studies; Cultural Differences; *Educational Media; Foreign Countries; *Higher Education; Instructional Effectiveness; *Student Attitudes; *Teaching Methods; Video Equipment; *Videotape Recordings
IDENTIFIERS- *China; *United States

This paper briefly compares the uses of video as a medium of instruction in higher education in the United States and China and makes tentative explanations from a sociocultural perspective of the differences between these countries in using this medium. Video has been used similarly in a number of ways in both countries, but the ways it is used and the frequency of use have been different. Video as a supplement to instruction is used more frequently in the United States than in China. In the United States it is also used more often to provide input for discussion or other kinds of further work, but in China it is used as an end in itself. The difference lies in the fact that the United States has more equipment and easier access. Chinese teaching still relies on the instructor's delivery, rather than video, and students still tend to feel that the instructor's delivery is superior to video use. To make video more important in Chinese higher education, it will be necessary to change perceptions about delivery as well as to improve access. (Contains 10 references.) (Author/SLD)

ED 389 276 IR 017 485

Shreiner, Berdella H.
Enhancing Eighth Grade Student Presentations of Scientific Research with Technology.
PUB DATE- 95
NOTE- 68p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Audiovisual Aids; *Communication Skills; Computer Assisted Instruction; Computer Literacy; Databases; Display Aids; *Educational Technology; Grade 8; Graphs; Junior High Schools; *Junior High School Students; Problem Solving; Research Projects; *Research Reports; *Visual Aids; *Word Processing

This practicum was designed to improve the research and communication skills of eighth-grade students with the integration of technology, mathematics, and science when doing real-experience problem solving. Four units were developed that related the use of technology to skills that are also used in

Services Company.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Class Activities; *Computer Uses in Education; *Educational Benefits; Educational Equipment; Elementary Secondary Education; Equal Education; Information Networks; Information Services; Instructional Innovation; *Lesson Plans; Online Vendors; *Program Implementation; *Telecommunications

This document discusses the benefits of telecommunications in education and provides information on how to implement an educational telecommunications program. The book is organized into six sections. The first gives an overview of telecommunications and notes reasons for going online. The second section examines factors such as how the classroom is affected by telecommunications, benefits to educators, opportunities for connecting schools with the community, and the ethical and equity issues telecommunications raises. The third section provides details about what equipment is required to use telecommunications, how to assemble it, steps to follow for going online, and what to do once there. The fourth section highlights selected educators and projects that are using telecommunications in varied and innovative ways. The fifth section provides a future view of telecommunications and education as seen by David Thornburg. The sixth section provides numerous telecommunications lesson plans developed by teachers across the country; a matrix of the lesson plans is included at the end of the section, referencing by grade level and curriculum area. The seventh section describes some of the online services and networks valuable to educators, including information on the activities and features they offer, how to access them, and costs. A glossary, bibliography and additional resources are also provided. (AEF)

ED 389 295 IR 017 592

CNN Newsroom Classroom Guides, November 1-30, 1995.
PUB DATE- Nov 95
NOTE- 111p.; No guides for November 23 and 24.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of November, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: the Bosnia peace talks, hot-air balloons, salt production, the North American prairie ecosystem, and the first-ever jury trials in Spain (November 1-3); the assassination of Yitzhak Rabin, police brutality against non-Germans in Berlin, endorsement contracts for female athletes, Colin Powell's decision not to run for president, and sleep disorders (November 6-10); the federal budget impasse and government shutdown, multimedia software that simulates a museum tour, the and the limitations of Canadian copyright legislation and copyright practices. This has a significant impact on the role of research within the academic community and on university promotion and tenure practices. Any new system that seeks to replace the current paper-based scholarly communication system will be expected to: restore scholar centricity; be network-based; be able to support all formats; protect the copyright interests of both scholars and institutions; be responsive to the values of peer review; base prices on actual costs; be timely; and provide the tools to create, convert, and organize the available information. A number of projects are underway among the academic community and by the federal government that address these needs. Appendices provide a list of task force representatives, descriptions of the roles of the National Library of Canada and the Canada Institute for Scientific and Technical Information of the National Research Council of Canada, and a discussion of academic library studies in the United States and the United Kingdom. Suggested readings, Internet and UseNet newsgroups and a listserver are also provided. (AEF)

ED 389 316 IR 055 702

Junion-Metz, Gail
K-12 Resources on the Internet: An Instructional Guide. Internet Workshop Series, Number 5.
PUB DATE- 96
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Computer Uses in Education; *Educational Resources; *Elementary Secondary Education; Instructional Materials; Teaching Guides
IDENTIFIERS- *Internet

This guide is written for the K-12 teacher or librarian who cannot afford the time or expenses to attend workshops or does not have the patience to read through densely worded treatises about the Internet. Organized into three modules, "Learning the Internet," "Teaching the Internet," and "Acquiring the Internet," this book makes a complex subject understandable. The guide: shows how to use the Internet tools (world wide web, email, gopher, and more) to find K-12 projects, reference sources, school assignments, strictly-for-fun stuff, current information, pen-pals worldwide, team projects with other students around the world, special education resources, story-hour sites, and more; explains the Internet vocabulary in understandable terms; offers a variety of strategies for teaching students, their parents, and colleagues about the Internet; tells where to find the Internet resources to keep up professionally; and helps with administrative and policy issues. Sample acceptable use policies are provided for administrators. (MAS)

ED 389 317 IR 055 703

Helal, Ahmed H., Ed.
Impulse fur Bibliotheken (Impulses for Libraries). Publications of Essen University Library 19.
PUB DATE- 95
NOTE- 201p.; Festschrift in honor of Bernhard Adams.

enabled the automation of serials. Functions include ordering, receiving, renewal, and inventory control. Due to technology, libraries now have the opportunity to meet the special needs of patrons in the form of services for the handicapped, information literacy programs, and community outreach activities. (AEF)

ED 389 334   IR 055 724

Cyberporn: Protecting Our Children from the Back Alleys of the Internet. Joint Hearing before the Subcommittee on Basic Research and the Subcommittee on Technology of the Committee on Science. House of Representatives, One Hundred Fourth Congress, First Session.
PUB DATE- 26 Jul 95
NOTE- 135p.; No. 16.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; *Child Welfare; Computer Software; Freedom of Information; *Government Role; *Information Dissemination; Law Enforcement; Obscenity; *Parent Attitudes; Parent Responsibility; Parent Role; *Pornography; Sexual Abuse; Telecommunications
IDENTIFIERS- Congress 104th; Cyberspace; *Internet; Offensive Speech

This document presents witness testimony and supplemental materials from a Congressional hearing called to address concerns about the Internet becoming a forum through which minors can be exposed to pornographic or otherwise offensive material. It features opening statements by Congressman Steven H. Schiff, chairman of the House Subcommittee on Basic Research, Congresswoman Constance A. Morella, chairman of the House Subcommittee on Technology, as well as Congressmen Pete Geren and Curt Weldon. Testimony is included from two panels of witnesses. The first includes: (1) Anthony M. Rutkowski, Executive Director of the Internet Society; (2) Ann Duvall, President of Surf-Watch Software, Inc.; and (3) Steven Heaton, General Counsel and Secretary of Compuserve; all of whom offer background information on the nature and structure of the Internet and an introduction to screening software and other technologies that can assist parents in restricting access to obscene material on the Internet. The second panel includes: (1) Mike Geraghty; (2) Kevin Manson; and (3) Lee Hollander; who discuss the law enforcement perspective--the extent to which police and courts can restrict the activities of the purveyors of cyberporn, problematic issues in attempting legal regulation of the dissemination of information, and outlets for cyberporn-related grievances. (BEW)

ED 389 335   IR 055 726

Long Range Plan for Library Services in Wisconsin, 1995-2000. Bulletin No. 96145.
PUB DATE- 95
NOTE- 42p.; For 1994-1999 plan, see ED 378 990.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Learning Resources Centers; Library Cooperation; *Library Development; Library

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; Community Colleges; *Cross Cultural Studies; Cultural Activities; *Cultural Awareness; Cultural Pluralism; *Curriculum Enrichment; Intercollegiate Cooperation; Minority Groups; *Multicultural Education; Pretests Posttests; *Program Effectiveness; Psychology; Student Attitudes; Two Year Colleges; Two Year College Students
IDENTIFIERS- Metropolitan Community College NE; Nebraska Indian Community College

In an effort to present multicultural content in a non-threatening and effective way, an intercollegiate, team-taught General Psychology course was sponsored by Nebraska Indian Community College (NICC), a rural college on a Native American reservation in Northeast Nebraska, and Metropolitan Community College (MCC), an urban college in Omaha. The course provided urban students and faculty with the opportunity to participate in Native American cultural events and classes at the reservation college campus. It also offered an opportunity to determine whether cross-cultural contact facilitated by in-class discussions would result in measurable change in awareness and knowledge of multicultural factors. Student awareness and knowledge regarding multicultural issues in psychology were measured through pre- and post-tests using an established instrument, which was also administered to a control group of students in a traditional General Psychology class at MCC. An analysis of responses indicated that the experimental group had higher mean scores than the control group on 13 of 20 questions, while the control group had higher scores on 5, indicating that the traditional course effectively increased students' knowledge and awareness, but that the experimental course may add significantly to that. The study also noted that the small number of participants and the inability to randomly select participants did not allow researchers to draw definitive conclusions. The survey instrument and tabulated responses are appended. (TGI)

ED 389 354 JC 950 571

Blair, Richelle M.; Cheifetz, Phil
The History of AMATYC, 1974-1994.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; Educational History; *Mathematics Education; Mathematics Instruction; Mathematics Teachers; *Organizational Development; *Organizational Objectives; Scholarships; *Teacher Associations; Two Year Colleges
IDENTIFIERS- *American Mathematical Association of Two Year Coll

This monograph describes the establishment, activities, and accomplishments of the American Mathematical Association of Two Year Colleges (AMATYC), from its foundation in 1974 to 1994. Section I reviews the history of AMATYC, describing the organization's foundation to provide a voice for two-year college mathematics educators and its first annual conference in 1975; the founding of the group's journal, "The AMATYC Review"; AMATYC's affiliation with the Conference Board of the Mathematical Sciences; its growth to 951 individual members and 78 institutional members by 1983; the initiation of pre-conference workshops in 1983; the establishment of an annual demographics, self-esteem, interpersonal reactivity, self-monitoring, and locus of control. At the end of the semester, students completed a questionnaire evaluating the experiential personality scales component of the course. Results of the study indicated that the students: (1) held very positive attitudes about completing the personality scales and using them as a springboard for lecture and discussion; (2) felt that the activity was very interesting and valuable; (3) reported that the activity helped them to grasp the role of dispositional and situational factors in social behavior and understand related concepts and research presented in class; (4) indicated that the activity enabled them to relate material to their own lives; and (5) thought that the component should be included in future classes. Contains 21 references. (MAB)

ED 389 371 JC 960 016

Johnson, Emily J.; Sullivan, Sara M.
Thinking Critically and Understanding Empathically: Techniques for Teaching Adolescent Development.
PUB DATE- Mar 95
NOTE- 12p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Adolescent Development; *Classroom Techniques; *Course Objectives; Critical Thinking; *Empathy; Group Activities; Higher Education; *Learning Activities; *Psychology; Role of Education; Teaching Methods

In an Adolescent Development course at the University of Wisconsin, La Crosse, activities are employed to encourage students to become active learners, to become critical consumers of information regarding adolescents, and to develop an empathetic understanding of adolescents and their experiences. One activity that promotes critical thinking skills involves an analysis of adolescent experience over three generations, with students interviewing individuals in different age groups and compiling reports of findings in small groups. In another activity, students critique professionally produced videos on adolescent experiences and adolescent sexuality, while other activities involve essays on adolescent sexuality and an end-of-term synthesis paper demonstrating overall knowledge and understanding of adolescents. The course also stresses the development of connected knowing, or the ability to understand and empathize with another point of view. Activities employed to promote connected knowing include asking students to reflect on personal experiences that relate to class materials, eliciting personal affective responses to test taking and to works of literature, and providing opportunities for personal interaction with individuals whose experiences reflect course content. A list of 10 teaching references including 2 films is attached. (MAB)

ED 389 372 JC 960 017

Lohmueller, Mary Ann
Revealing Their Riches.
PUB DATE- 23 Mar 95
NOTE- 30p.; In: Teaching of Psychology: Ideas and Innovations.

more time for student development, improving students' self-esteem and self-control, and encouraging cross-grade communication and collaboration among teachers. For the evaluation study, the teachers, the principal, and the instructional coordinator were interviewed to determine the effectiveness of the designed program. The results indicated that, overall, the community approach was regarded by interviewees as a successful program. Responses indicated that allowing time for student development is pertinent to the situation at the school, parents are more comfortable and more likely to communicate with teachers, the approach has had an impact on the self-esteem and self-control of students, and teacher collaboration was increased across grade levels. Responses also indicated that cooperation was one of the most powerful tools in constructing better programs for children. (Three appendices include interview questions and a summary of recommendations. Contains 23 references.) (AP)

ED 389 390   PS 023 501

Brophy, Jere
Elementary Teachers' Perceptions of and Reported Strategies for Coping with Twelve Types of Problem Students.
SPONS. AGENCY- Department of Education, Washington, DC.; Michigan State Univ., East Lansing. Inst. for Research on Teaching.; Spencer Foundation, Chicago, Ill.
PUB DATE- Jun 95
NOTE- 735p.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Aggression; *Behavior Problems; Classroom Environment; *Classroom Techniques; Elementary Education; Extraversion Introversion; Individual Development; Interpersonal Competence; Peer Relationship; Personality; Shyness; Social Development; Social Isolation; *Socialization; Student Adjustment; *Student Problems; Teacher Role; *Teacher Student Relationship

Written primarily for teachers who are expected or willing to invest significantly in the socialization role along with their other teaching roles, this report describes results of a classroom strategy study of how elementary school teachers cope with problem students. The report is divided into six parts. Part 1 discusses general principles and techniques for managing classrooms and coping with problem students. Its three chapters include: choosing to work with problem students and creating a context for doing so successfully; general principles and techniques for socializing students and resolving conflicts; and teacher's ideas about coping with problem students. Part 2, which contains four chapters, presents theory and research on coping with low achieving students, failure syndrome students, overly perfectionistic students, and underachieving students. Part 3, which contains three chapters, discusses three types of students with hostility problems: hostile-aggressive students; passive-aggressive students; and defiant students. Part 4 discusses student role adjustment problems and contains the following three chapters on types of students whose behavioral characteristics make it difficult for them to act as students are expected to act in most classrooms: hyperactive students; distractable students; and immature students. Part 5 discusses problems in students' social relationships and contains two

First Steps, Promising Futures: State Prekindergarten Initiatives in the Early 1990s.
PUB DATE- 94
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Access to Education; Early Childhood Education; Family School Relationship; Federal Programs; Integrated Services; Parent Education; Parent Participation; Preschool Children; *Preschool Education; Public Education; School Readiness; School Support; State Action; *State Programs; Transitional Programs
IDENTIFIERS- Georgia Prekindergarten Program; School Based Services

Responding to increased interest in the development and education of children, many states have invested in initiatives to facilitate school success of prekindergarten-age children. Although national progress is encouraging, individual state initiatives are uneven, ranging from bold innovations with major funding to inaction and reliance on narrow, traditional program models. This report focuses mainly on 23 of the states that had prekindergarten initiatives where the state developed a separate state model. The following sections are included: (1) Overview of the Scope and Approaches of State Prekindergarten Initiatives; (2) Overview of Policies that Promote Quality in State Prekindergarten Initiatives, focusing on ensuring quality early childhood education, supporting comprehensive services, and encouraging parental involvement and education; (3) Overview of Policies that Promote Access to State Prekindergarten Initiatives; and (4) Building a Comprehensive System for Early Childhood Care and Education. Some key findings of the report include the following: (1) most states with prekindergarten initiatives chose to launch their own programs; (2) most separate state initiatives sought to target funds to children at risk of school failure; and (3) nearly half of the separate state initiatives did not clearly address the comprehensive service needs of children in their programs. Three appendices to the report include a description of Georgia's voluntary prekindergarten program, additional information on prekindergarten policies listed by state, and state Medicaid eligibility guidelines. The report also lists contacts for separate state prekindergarten initiatives and for state supplements for federal prekindergarten programs. (BGC)

ED 389 408 PS 023 703

Schmitz, Stephen; Pono, M. Odette
We Are the Neocolonialists of Micronesia.
PUB DATE- Aug 95
NOTE- 20p.; Revised version of a paper presented at the Annual Pacific Education Conference (Koror, Palau, August 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Colonialism; *Cultural Awareness; *Culture Conflict; Developing Nations; *Educational Development; Educational Improvement; Educational Strategies; Foreign Countries; Heritage Education; *North American Culture; *Politics of Education
IDENTIFIERS- *Americanization; Micronesia

Examining the fragmentation and Americanization that pervades

NOTE- 129p.; Master's Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Active Learning; Adolescent Development; *Behavior Problems; Change Strategies; *Classroom Environment; *Classroom Techniques; Discipline; Family Structure; Intervention; Junior High Schools; Junior High School Students; Problem Solving; Student Adjustment; *Student Behavior; Student Improvement; *Student Motivation; Teaching Methods; Teaching Styles; *Time on Task

This Master's degree project developed a program for decreasing disruptive student behavior in order to increase the amount of on-task time in the classroom. Types and occurrences of disruptive behavior were documented over a 6-week period in two classrooms at each of two junior high schools (grades 6-8) in Illinois. Analysis of the data revealed that students' inability to act appropriately in a the classroom may be due to a decline of the family structure, to the adolescent development process, and to a lack of motivating lessons. Instructional response to these possible causes had not improved student motivation. Reviews of curricula and instruction revealed an overemphasis on teacher-directed instruction and a lack of student interaction during lessons. An analysis of the classroom setting, combined with strategies suggested by a literature review resulted in an action plan for intervention: (1) teaching of group skills for use in cooperative problem-solving activities; (2) development of of activity-based lessons; and (3) organization of base groups to foster a sense of community within the classroom. Post-intervention data indicated a decreased number of disruptive behaviors in one school, and a minimal effect on behavior in the other school. (Contains 26 references. Thirty-one appendices include record forms, letters, assignments, and worksheets.) (TM)

ED 389 428 PS 023 766

School-Parent Compacts: A Tool for Learning Improvement. Presenter's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Contracts; Elementary Secondary Education; Federal Aid; Federal Legislation; Parent Participation; Parent Role; *Parent School Relationship; *Parent Teacher Cooperation; *Parent Workshops; School Role; Student Improvement
IDENTIFIERS- Elementary Secondary Education Act Title I; National Education Goals 1990; *School Parent Compacts

This guide contains materials for the presentation of a half-day introductory workshop to parents on school-parent compacts, which are now required of all schools receiving federal Title 1 funds. Parent-School Compacts offer a means of redefining the community vision of school and parent support roles in promoting student learning. By creating a Parent-School Compact document, parents and teachers think through their beliefs and

ED 389 448 PS 023 817

Kimmerly, Lynn, Ed.
Early Childhood Update, Fall 1995.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; Auditory Tests; Child Health; *Early Childhood Education; Early Intervention; *Educational Research; Educational Television; *Federal Government; Grants; Partnerships in Education; Program Descriptions; *Public Agencies; *Research and Development; School Readiness; Screening Tests; *Theory Practice Relationship

This newsletter provides a periodic update on the activities of the Early Childhood Research Working Group (ECRWG), organized in early 1995 by the U.S. Department of Education and other federal government departments and agencies to promote interagency cooperation and public-private partnerships in early childhood research. This edition contains five short articles: (1) "Education Reform: Let's Begin at the Beginning" (Sharon P. Robinson) which discusses research on the efficacy of school readiness and early intervention programs; (2) "Early Childhood Research Working Group: The Beginnings" (Naomi Karp) which documents the origins and early evolution of the ECRWG; (3) "Universal Newborn Hearing Screening: A Successful Federal Initiative" (Karl White) which explains the significance of auditory research on hearing screening; (4) "ED Grant for Ready-To-Learn Television" (Joe Caliguro) which discusses grants for school readiness programming; and (5) "Project Begin" (Edward Brann) which describes research on an early intervention program for preschool children and their families. A list of the members of the ECRWG is included. (MDM)

ED 389 449 PS 023 820

Currie, Janet; Thomas, Duncan
Race, Children's Cognitive Achievement and the Bell Curve. Labor and Population Program, Working Paper Series 95-19-1. Revised.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.
PUB DATE- Sep 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Academic Achievement; Academic Aptitude; Academic Failure; Black Achievement; Economic Factors; Grade Repetition; *Mothers; *Nature Nurture Controversy; Parent Role; Racial Differences; Socioeconomic Influences; Student Characteristics; Testing Problems; *Test Validity
IDENTIFIERS- *Armed Forces Qualification Test; Bell Curve (Herrnstein and Murray); *Peabody Picture Vocabulary Test

Using data from the same source as that employed in Herrnstein and Murray's book, "The Bell Curve," this study reexamined links between the test scores of mothers and children, paying close attention to what the scores measure and whether these measurements mean the same things for blacks and whites. The study replicated Herrnstein and Murray's finding that a mother's score on the Armed Forces Qualification Test (AFQT) is a powerful predictor of her child's score on the Peabody Picture Vocabulary Test (PPVT). After controlling for AFQT, allegations brought by the mother against the father, noting commonalities among the cases, and personality traits of the accuser and of the accused. The effects of false allegations and subsequent proceedings on the child are also detailed. The book then explores this phenomenon as "Sexual Allegations in Divorce" or SAID Syndrome, and identifies "red flags" during proceedings that suggest this syndrome may be occurring. The book also examines how social service agencies and courts appear to work in concert to substantiate false allegations rather than investigating to determine the truth, and how therapeutic interventions, when no abuse occurred, can affect children. The dubious use of anatomically correct dolls as evidence of sexual abuse in such cases is also examined. Finally, the book summarizes the legal and social service problems inherent to such cases, offering solutions, and then presents legal and emotional strategies for fighting false allegations. Three appendices include a questionnaire for identifying SAID syndrome, guidelines for determining presence of abuse, and a court monitor checklist. A list of support organizations is included, along with state listings of the Vocal National Network and a 29-item bibliography. (HTH)

ED 389 469   PS 023 895

Gellert, Sandra
Who Should Care for Infants and Toddlers? A Family Day Care Perspective and Bibliography of Family Day Care Education and Resource Materials. Revised.
PUB DATE- 94
NOTE- 25p.; For an earlier version of the paper, see ED 339 526.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregiver Child Relationship; Child Care Occupations; Day Care Centers; Early Childhood Education; *Family Day Care; Family Environment; Infant Care; Parent Child Relationship; Resource Materials
IDENTIFIERS- Caregiver Qualifications; Caregiver Training; Child Care Costs; *Child Care Needs; Parent Caregiver Relationship

This document is primarily a bibliography containing approximately 156 references on family day care. Most of the items listed are in English, but several titles are in Spanish. The document also provides a brief background on family day care, which includes an enumeration and explication of the advantages of family day care. Advantages include: (1) family day care providers accept children as young as 3 weeks of age; (2) providers are usually located in the child's neighborhood and have flexible hours; (3) children in family day care have a better chance to form close relationships with each other; (4) because family care is typically provided by one individual, the frequency and quality of parent-caregiver communication improves; and (5) family day care is better able to adapt to the individual needs. Disadvantages of family day care are also discussed. These include: (1) finding high quality family day care can be difficult; (2) family day care providers typically have less training in child development than child care center staff; and (3) zoning and deed restrictions are often problems for family day care providers. (JW)

ED 389 470   PS 023 896

(120)
DESCRIPTORS- Alaska Natives; American Indian Education; American Indians; *Change Strategies; Community Development; Individual Development; *Objectives; *Social Action; Social Responsibility; *Youth
IDENTIFIERS- *Native Americans

Based on the ideas of participants at a Native American youth conference, this document sets out an agenda to bring about a new future for Native American youth by the year 2000. The agenda presents 12 interrelated goals concerned with the development of a stronger, more self-reliant Native American society. Several strategies for action are suggested for each goal. The goals are to: (1) reaffirm spirituality as the guiding force for healing in Native America; (2) instill within Native American youth the knowledge and desire to live in unity with themselves and the world; (3) teach youth to understand, respect, and be responsible for the environment; (4) instill in Native American youth a greater understanding and respect for their rich and unique heritage; (5) teach youth about sovereignty and its importance in achieving Native American goals; (6) strengthen and support the family; (7) recognize the worth of each individual in the community; (8) provide each individual with the opportunity to attain a quality education; (9) promote the mental and physical health of each individual; (10) build a sound economy to support individuals, tribes, and communities; (11) promote lifestyles of sobriety; and (12) promote community service as a necessary part of an individual's life. (SV)

ED 389 487 RC 020 329

Ahlborn, Ernest S.
Increasing Enrollment in Religious Education Classes by Applying a Variety of Marketing Techniques.
PUB DATE- 95
NOTE- 98p.; Ed.D. Practicum, Nova Southeastern University. Some pages of the appendixes contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Enrollment Influences; Higher Education; High School Students; *Marketing; Parent Participation; *Peer Influence; Program Implementation; *Religious Education; *Rural Areas; Secondary Education; Strategic Planning; Student Attitudes; *Student Recruitment; Student Surveys
IDENTIFIERS- *Church of Jesus Christ of Latter Day Saints; *Market Analysis

A marketing program implemented in 18 small, rural agricultural communities aimed at increasing enrollment in the daily religious classes held by the Church of Jesus Christ of Latter-day Saints (LDS). Approximately 23 percent of the population in the 18 communities belong to this Church. Daily religious instruction is provided in released-time from school, early morning classes, and home study settings. Seminaries (classes for high school students) meet in separate, church-owned or rented buildings near public schools. Prior to program implementation, it was estimated that only 1,233 students were enrolled in religious classes out of 1,600 eligible students in grades 9-12. Specific marketing strategies included organizing a planning task force; developing an enrollment instruction booklet to be used by church leaders; instructing faculty and student leaders on how to enroll students; introducing improved record keeping procedures; implementing methods for identifying analyses are similar to those of the California study, except that the pattern of effects derives in part from the fact that impoverished West Virginia students tended to be served by smaller schools. Small schools disrupted the usual negative relationship between socioeconomic status and student achievement. The size effect was absent in grade 3, was modest and indirect in grade 6, strengthened in grade 9, and was strongest and both direct and indirect in grade 11. The combined and indirect effects of size were strong, as well, across all grades in analyses at the school district level. That is, impoverished students appear to derive achievement benefits from attending small school districts. Since 1988 a consolidation scheme facilitated by the state has closed nearly 20 percent of West Virginia's schools, most of them small schools serving rural communities. The findings are interpreted with respect to this context. Contains 36 references, 9 statistical tables, and an appendix explaining regression equations used. (Author/SV)

ED 389 504   RC 020 370

Harvey, Karen D.; Harjo, Lisa D.
Indian Country: A History of Native People in America and Indian Country: Teacher's Guide.
PUB DATE- 94
NOTE- 479p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acculturation; *American Indian Culture; American Indian Education; *American Indian History; American Indian Reservations; American Indians; *Federal Indian Relationship; Instructional Materials; Intermediate Grades; Junior High Schools; Learning Activities; Lesson Plans; *North American History; Resource Materials; Teaching Guides; *Tribal Sovereignty; Tribes
IDENTIFIERS- Native Americans

Appropriate for the middle grades through junior high school, this book and accompanying teacher's guide provide a curriculum for teaching American Indian history. Following an overview of the European encounter and the early years of White penetration into North America, the book focuses on five distinct periods of U.S. government policy toward American Indians: (1) separation--removing Indians from the land that Whites desired and drawing boundaries between the two peoples; (2) coercive assimilation--replacing Indian ways with White ways and pushing Indians to become self-sufficient farmers under conditions dictated by Whites; (3) tribal restoration, phase one, during which Whites made an about-face and encouraged Indians to maintain their corporate tribal existence; (4) termination--breaking off all relationships of protection and assistance by the federal government; and (5) tribal restoration, phase two, during which tribal corporate adaptation to American society was again encouraged and cultural choice was reaffirmed. The last chapter of the book addresses contemporary issues affecting Native Americans, including development of political influence and economic self-sufficiency; restoration of tribal lands and artifacts; recognition and reclamation of U.S. treaty rights and trust responsibilities; and other issues pertaining to culture, language, health, and education. Each chapter includes lesson plans, supplementary readings, and a summary.

minorities, persons with disabilities, and women, have made progress but in different degrees. It also documents factors important to choice of study and to success in pursuing science and engineering. Chapter titles include: "Representation in Science and Engineering: Issues and Perspectives"; "Elementary/Secondary Mathematics and Science Education"; "Transition to Higher Education"; "Undergraduate Education: The Role of 2-Year Institutions"; "Undergraduate Education: The Role of 4-Year Institutions"; "Graduate Education: Enrollment"; "Graduate Education: Outcomes"; and "Employment Levels and Trends." This volume, the seventh in a series of biennial reports to the Congress, the administration, and others who direct public policy, describes the status of groups traditionally underrepresented in science engineering. Appendices contain technical notes and statistical tables. (MVL)

ED 389 523 SE 056 803

Finson, Kevin D.; Beaver, John B.
The Status of Science Education in Illinois Scientific Literacy Target Schools, K-6, 1994. A Study.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 30 Jul 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Demonstration Programs; *Educational Change; Educational Environment; Educational Facilities; Elementary Education; Financial Needs; Observation; Parent Participation; Questionnaires; School Community Relationship; Science Curriculum; *Scientific Literacy; *State Aid
IDENTIFIERS- *Illinois

The Illinois State Board of Education's Scientific Literacy Project provided extra funds to certain schools with the intent of creating demonstration schools useful as models for other schools to improve their science education programs. The study described in this document examined the impact of these funds on the target schools and attempted to determine how these schools differed from schools in general within the state. The sample population consisted of elementary teachers in the target schools. The data collection methods included questionnaires, teacher comments, and observations. Findings include the following: (1) despite Scientific Literacy monies, many teachers feel financial support to be inadequate; (2) science is taught more frequently and for longer periods of time; (3) teachers use activity-based science, make use of supplemental curricula, and integrate science with other subjects; and (4) facilities are old and inadequate. The document presents detailed findings in the following areas: demographics; curriculum; instructional process; assessment; leadership; staff effectiveness; school environment; parental involvement; and school-community relations. It also contains implications and recommendations, statistical tables, figures, and graphs. Four appendices include: written survey instrument and cover letter; site survey instrument; list of site survey personnel; and raw data. (JRH)

ED 389 524 SE 056 804

Berlin, Donna F., Comp.
SSMILES: School Science and Mathematics Integrated Lessons.
SPONS. AGENCY- Office of Educational Research and Improvement

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diagrams; *Elementary School Students; Elementary Secondary Education; *Geometry; Interviews; Mathematics Education; *Proof (Mathematics); *Secondary School Students

The main focus of the study was to describe how students of various ages established the truth of their ideas in school geometry. Thirty-two students in grades 2, 5, 7, and in a high school geometry class were interviewed. Formal proof was used in less than 1% of the student arguments. Second and 5th graders were most likely to convince themselves or others by using a basic image process or by drawing pictures. High school students and 7th graders were more likely to convince themselves and others using an Intuitive Affirmation. In addition, their arguments were more elaborate and propositional in nature than arguments given by 2nd and 5th graders. (Author/MKR)

ED 389 546 SE 057 189

Roddick, Cheryl Stitt
How Students Use Their Knowledge of Calculus in an Engineering Mechanics Course.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; *Calculus; *Cognitive Style; *College Students; Computer Uses in Education; Engineering Education; Higher Education; Interviews; Mathematics Education; Problem Solving
IDENTIFIERS- *Mathematica (Computer Algebra System)

This study investigated students' conceptual and procedural understanding of calculus within the context of an engineering mechanics course. Four traditional calculus students were compared with three students from one of the calculus reform projects, Calculus & Mathematica. Task-based interviews were conducted with each participant throughout the course of the 10-week quarter. Results from interviews show a distinct difference in approaches to solving engineering mechanics problems that involve calculus. Calculus & Mathematica students, who learned calculus with a conceptual emphasis, were found to be more likely to solve problems from a conceptual viewpoint than were the traditional students, who were more likely to focus on procedures. (Author)

ED 389 547 SE 057 190

Teppo, Anne R.; Esty, Warren W.
Mathematical Contexts and the Perception of Meaning in Algebraic Symbols.
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculus; *Cognitive Structures; College Mathematics; *College Students; *Concept Formation; *Error Patterns; Higher Education; Mathematics Instruction; *Writing Across the Curriculum

This study examined how engaging calculus students in Writing to Learn Mathematics affected the types of conceptual and procedural errors that the students made on their examinations. Students in two sections of an introductory college calculus course in Fall 1994 were the respondents in this study. A classification system was developed that categorized students' errors as procedural, conceptual, or indeterminate. Procedural errors involved either syntactical or algorithmic errors. Conceptual errors involved use of inappropriate procedures, acceptance of unreasonable answers, translation mistakes, misuse of symbols, incorrect interpretation of symbols, invalid inferences, statements without justification, or contradictions of nonprocedural principles, definitions, or theorems. (Author/SW)

ED 389 571 SE 057 214

Rachlin, Sidney L.
The Development of Problem-Solving Processes in a Heterogeneous Eighth Grade Algebra Class.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Cognitive Processes; Grade 8; Junior High Schools; *Junior High School Students; *Mathematics Instruction; *Problem Solving; Teaching Methods

The primary purpose of this study was to evaluate the application of a process approach for the teaching of algebra with a heterogeneous class of eighth-grade students. The assessment was conducted by identifying the processes used by above-average, average, and below-average algebra students in solving standard and nonstandard problems ranging across a content X process X form matrix-(integers, fractions, polynomials) X (generalization, reversibility, flexibility) X (expression, equation). Transcripts of the experimental data were coded and contrasted with normed data from earlier studies involving more homogeneous groups. (Author)

ED 389 572 SE 057 215

Mwerinde, Patrick; Ebert, Christine
An Examination of the Relationship between the Problem-Solving Behaviors and Achievements of Students in Cooperative-Learning Groups.
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.

over a 15-month period of time indicated that both the teachers' beliefs and the structures of their beliefs differed. Recognition of these various structures is of considerable importance when developing teacher education programs that promote reflection and adaptive teaching. (Author)

ED 389 595 SE 057 239

Corwin, Rebecca B.; Doubler, Susan J.
Science as Backdrop for Reflecting on Mathematics with Preservice Teachers.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Graduate Students; Higher Education; *Mathematics Education; *Mathematics Teachers; Methods Courses; Preservice Teacher Education; Science Education; *Science Teachers; Teacher Attitudes
IDENTIFIERS- *Preservice Teachers; Teacher Candidates

This study identifies some of the questions mathematics educators must address in designing methods courses for graduate students in preservice teacher education programs. The questions emerge from a pilot study of preservice early childhood graduate students' beliefs about the nature of mathematics and science. In a combined mathematics and science methods course, students used each discipline as a backdrop for considering the nature of the other discipline. Three important questions related to mathematics are the following: (a) How can mathematics be better contextualized? (b) How can mathematics be presented as a growing, changing field that, like science, invents new knowledge? (c) How can students learn to ask their own mathematical questions and pursue their own mathematical investigations? (Author/MKR)

ED 389 596 SE 057 240

Fleener, M. Jayne; And Others
A Study of Preservice Teachers' Metaphors for the Different Roles of the Mathematics Teacher.
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Intermediate Grades; Junior High Schools; Mathematics Education; *Mathematics Teachers; *Metaphors; Methods Courses; Preservice Teacher Education; *Teacher Role
IDENTIFIERS- *Preservice Teachers; Teacher Candidates

This study examined 65 preservice teachers' metaphors for describing roles of the mathematics teacher. Previous research suggested that metaphors for teaching typically ascribe three distinct roles of the teacher: teaching, assessing, and classroom management. The findings of this study reveal that the teacher often redescribed and notated students' responses so that what students had done mathematically might become an explicit topic of conversation. As part of this process, she frequently introduced either informal or conventional notation to record students' explanations of their mathematical activity. The introduction of these notational schemes led to students' development of ways of notating their own reasoning. In this way, the notation emerged from the students' activity while supporting shifts in their mathematical development. (Author)

ED 389 620 SE 057 265

Owens, John E.
The Day the Calculator Changed: Visual Calculators in Prealgebra and Algebra.
PUB DATE- Oct 95
NOTE- 10p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Calculators; *Cognitive Ability; *Computation; Grade 8; Junior High Schools; *Mathematics Achievement; Mathematics Instruction
IDENTIFIERS- *Pre Algebra

Multi-line-multi-operation calculators such as the TI-80 provide eighth-grade prealgebra and algebra students with significantly better computational tools for basic order-of-operation problems involving integers and signed rational numbers than do calculators offering only last-entry-or-result displays. Effects are more apparent for weaker students and in more complicated problems involving the distributive property. (Author)

ED 389 621 SE 057 266

Olsen, James R.
The Effect of the Use of Number Lines Representations on Student Understanding of Basic Function Concepts.
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; *Computer Uses in Education; *Concept Formation; *Functions (Mathematics); *Mathematics Education; Secondary Education
IDENTIFIERS- *Representations (Mathematics)

Researchers and educators are calling for increased use of technology and attention to function concepts in school mathematics. Students often have considerable difficulty gleaning pointwise and global information from Cartesian (R squared) representations of functions, whether they are hand- or machine-produced. Described here is an interactive computer-based learning environment (the Function Explorer) which provides dynamic, linked representations of functions.

enjoyable fashion and to elevate their awareness of each person's responsibility to create a cooperative environment wherever they may be. Interdependence is a central theme as is the awareness that dissent and conflict are natural and productive elements in society. Activities are grouped into seven topic areas with accompanying handouts. The topic areas include: (1) "Appreciating Differences"; (2) "Communicating Effectively"; (3) "Developing Friendship Skills"; (4) "Helping and Being Helped"; (5) "Including Others"; (6) "Resolving Conflict"; and (7) "Working Together." (EH)

ED 389 643 SO 025 460

Akin, Terri; And Others
Feelings Are Facts, Helping Kids Understand, Manage, and Learn from Their Feelings.
PUB DATE- 93
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Affective Behavior; Antisocial Behavior; Conflict; *Conflict Resolution; Cooperation; *Decision Making; Elementary Secondary Education; *Emotional Adjustment; Group Activities; Intergroup Relations; *Interpersonal Communication; *Problem Solving; Prosocial Behavior; Social Control; Social Studies; Teamwork

This book provides a sequential program to explore and develop communication skills about their own feelings and behaviors. Designed for use in grades 3-8, activities can be adapted to fit specific needs and audiences. The book is divided into two parts. Part 1, "Introduction," includes: (1) "Important Feelings Concepts"; (2) "Where do Feelings Come From?"; (3) "The Emotional Operating Systems"; (4) "Changing Responses to Feelings"; (5) "Repressing Feelings"; (6) "Feelings and Stress"; and (7) "Understanding, Managing and Learning from Feelings." Part 2, "Activities," contains: (1) "The Active Listener"; (2) "Communication Counts"; (3) "Say What You Mean"; (4) "Don't Say 'You,' Say 'I'"; (5) "Don't Say 'You'--Say 'I'"; (6) "What's Your Style?"; (7) "Should I, or Shouldn't I?"; (8) "The Write Stuff"; (9) "A Vocabulary of Feelings"; (10) "A Time I Remember Feelings"; (11) "Feel Your Feelings"; (12) "Pantomime a Feeling"; (13) "Feelings and Your Body"; (14) "The 'Feeling' of Poetry"; (15) "Tune In to Your Feelings"; (16) "Painting Our Feelings"; (17) "Magic Glasses"; (18) "Be Happy!"; (19) "The Keys to Happiness"; (20) "What's on My Mind"; (21) "The Land Remembers"; (22) "What Good Are Feelings?"; (23) "That's Unfair!"; (24) "Developing Responsible Feelings"; (25) "Take Responsibility for Your Feelings!"; (26) "Positive vs. Negative"; (27) "One of the Scariest Things That Ever Happened to Me"; (28) "We All Have Fears"; (29) "Rational Fears vs. Irrational Fears"; (30) "Fear Is a Monster"; (31) "Fear Busters"; (32) "Sequencing Anger"; (33) "Personal Anger Scale"; (34) "Let's Make Up"; (35) "Make It Better Letter"; (36) "First Feelings"; (37) "Dealing with Anger"; (38) "What's Your Bag of Tricks?"; and (39) "Literature Connection." (EH)

ED 389 644 SO 025 487

Steinbeck, Reinhold
Cooperation and Community: The European Community--A Community of

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Comparative Testing; *Educational Assessment; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; History Instruction; *National Norms; Private Schools; Public Schools; Social Studies; Student Evaluation; Test Norms; *Test Results; *United States History
IDENTIFIERS- *National Assessment of Educational Progress

This newsletter introduces the 1994 NAEP U.S. history assessment, which tested a representative sample of 22,000 4th-, 8th-, and 12th-grade students across the United States. This issue presents a context for understanding the U.S. history assessment. The newsletter is divided into the following sections: (1) "The NAEP U.S. History Framework"; (2) "Key Features"; (3) "Dimensions"; (4) "Historical Themes"; (5) "Major Periods"; and (6) "Ways of Knowing and Thinking." Sample questions for each grade level are provided. (EH)

ED 389 665   SO 025 771

Williams, Paul L.; And Others
NAEP 1994 Geography: A First Look. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Comparative Testing; *Educational Assessment; Elementary Secondary Education; *Geography Instruction; Grade 4; Grade 8; Grade 12; National Norms; Private Schools; Public Schools; Social Studies; Student Evaluation; Test Norms; *Test Results
IDENTIFIERS- National Assessment of Educational Progress

This report is a first look at the results of the 1994 NAEP geography assessment. It presents national findings of 4th-, 8th-, and 12th-grade students' overall performance on the NAEP geography scale, and summary data for the major demographic subpopulations in the United States. Results are reported on a 500-point NAEP scale, used to show comparisons and trends over time, and according to the achievement levels, which are in a developmental stage, established by the National Assessment Governing Board. Sample questions for each grade level are provided. The preliminary results show: (1) the pattern of average scores by grade was typical of other subjects assessed by NAEP; (2) among the different regions of the United States, student performance varied by each grade level with high school seniors in the Southeast scoring a lower average than those in the other regions; (3) 22 percent of 4th graders, 28 percent of 8th graders, and 27 percent of 12th graders reached the proficient level which demonstrates competency in challenging subject matter; (4) across the three grades, about 70 percent of students attained at least the basic level which demonstrates partial mastery of challenging subject matter; (5) across the three grades, 2 to 4 percent reached the advanced level showing superior performance; (6) performance in geography at all grade levels was higher for students whose parents had more education; (7) at grades 4, 8, and 12, males tended to score higher than females; (8) at all three grades, White and Asian students had significantly higher scores than did Black and Hispanic students; and (9) 4th-, 8th-, and 12th-grade students attending non-public schools displayed higher performance in geography than their counterparts attending

The purpose of this study was to compare the influence of selected student characteristics on composite National Teacher Examination (NTE) scores for students taught in a traditional or modified undergraduate teacher education program. The modified professional sequence resulted from a Mississippi statewide educational reform act which requires graduates to pass the NTE in addition to other mandates and represents a continued effort to seek better ways to train teachers. The subjects for this study were 862 undergraduate students for whom complete and usable data were available. Of this group, 227 students completed the traditional program and 635 completed the modified program. Data were collected through the use of American College Testing Program scores, NTE scores and personal data. When the composite NTE scores of the group were compared, no significant difference at the .05 level was observed between students taught in the traditional or modified programs. However scores for the group in the modified program were slightly higher. (Author)

ED 389 684 SP 036 328

Rosberg, Merilee
Integrated Approaches to Learning.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Development; Cognitive Style; Elementary Education; Elementary School Teachers; Experiential Learning; *Integrated Curriculum; *Interdisciplinary Approach; Language Skills; *Learning Strategies; Literature; Student Motivation; Student Projects; Teacher Effectiveness; Teaching Methods; Teaching Styles; Thinking Skills; *Whole Language Approach

This paper discusses ways that teachers have found to integrate curriculum and make it more meaningful to students. A review of the literature reveals that teachers are exploring ways to provide developmentally appropriate curriculum and opportunities for children to learn in a more natural setting. Three approaches are examined: whole language, literature-based curriculum, and the project approach. The whole language approach draws on scientific theory based on research in linguistics, education, and psycholinguistics as curriculum is planned and implemented. This approach emphasizes that literacy develops in response to personal and social needs and that children learn language skills in a social context rather than in isolation. Literature-based curriculum is a thematic approach using materials that are meaningful and relevant to the student. The advantages of using literature as the basis of an integrated curriculum are explored, along with methods of student evaluation. Finally, project approach, a method of integrating subjects and involving students in doing in-depth investigation of topics that interest them, is described in detail. Several specific examples are used to illustrate the project approach. allows The three approaches all are seen as enabling teachers to look at how children learn and illustrate that an integrated approach can be an effective and efficient way to teach that is meaningful, relevant, and interesting for teachers and students. (Contains 14 references.) (ND)

Students a Guide to the Future.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; *Career Planning; College Students; *Critical Thinking; Education Courses; Elementary Secondary Education; Foundations of Education; Higher Education; Preservice Teacher Education; Program Descriptions; Program Effectiveness; *Strategic Planning; *Teaching Methods; Thinking Skills
IDENTIFIERS- *Rust College MS

College students in a Foundations of Education class at Rust College (Mississippi), a small historically black liberal arts college, were required in 1993 and again in 1994 to develop a modified personal strategic plan using critical thinking skills. The plan had four components: a family history; a present situation; a strengths, weaknesses, opportunities, and threats (SWOTs) list; and a "scenario" for a planned future. In addition, some students added a mission statement. The components were developed over a 6-week period. Each week, the class members prepared initial drafts of a particular component of the plan for which they were allowed 2 weeks and which were not graded. Each was read and returned to the student with comments. The polished final draft was due early in the final week of the module (an 8-week session with daily classes of 90 minutes). The most committed students prepared the best papers with background material woven into the scenario; they named a future for themselves that was realistic and achievable. The results indicated that the program was a useful device for prompting the use of higher level thought processes among graduate students but possiblly beyond the experiential reach of some undergraduates. Finished products were better in 1994 than in 1993, due probably to the 1994 requirement that the plan's components be created one at a time on a weekly basis. (JB)

ED 389 703 SP 036 372

Sheldon, Kenneth L.
Including Affective and Social Education in the Integrated Curriculum.
PUB DATE- Oct 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Southeastern Regional Association of Teacher Educators (October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Alcohol Abuse; *Class Activities; Cooperative Learning; Curriculum Design; Drug Abuse; Elementary Secondary Education; *Humanistic Education; *Interdisciplinary Approach; *Interpersonal Competence; Models; Prevention; Self Esteem; State Curriculum Guides; Teaching Methods; Values Education
IDENTIFIERS- North Carolina; North Carolina State Department Public Instruction

Today's social and demographic changes demand that elementary and secondary education incorporate social skills and affective education in the curriculum. One way for this to be

Lewis, Laurie; Farris, Elizabeth
Outcomes of Recent Changes in Federal Student Financial Aid. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audits (Verification); Compliance (Legal); *Educational Policy; Federal Legislation; *Federal Programs; Federal Regulation; Government School Relationship; National Surveys; *Postsecondary Education; *Program Administration; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Higher Education Act Amendments 1992; Reauthorization Legislation; Stafford Student Loan Program; Supplemental Loans for Students Program

This report presents the results of a survey of 808 postsecondary education institutions concerning effects of the 1992 Higher Education Act reauthorization on federal student financial aid. The survey was conducted in the 1994-95 school year through the Postsecondary Education Quick Information System (PEQIS). The reauthorization legislation made changes in the number of aid applicants that institutions were required to verify, created a new unsubsidized loan program, increased loan limits, and changed needs analysis methodology. The survey found that institutional verification policies and the percent of applicants verified were generally not affected by changes in the law, probably because most institutions were already verifying more than 30 percent of aid applicants, as required by the new law. Most institutions reported increased borrowing in the subsidized and unsubsidized Stafford and Supplemental Loans for Students programs, with the majority ranking an increase in loan limits or changes in needs analysis methodology as the most important reason for the increased borrowing. (MDM)

ED 389 237 HE 028 755

Educational Leadership Enhancement Grant Program. Annual Report: 1993-94 Program.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Oct 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Counseling; *Educational Administration; *Females; Grants; *Higher Education; Leadership; *Leadership Training; Mentors; *Minority Groups; Outcomes of Education; Program Evaluation; Self Esteem; State Legislation; *State Programs
IDENTIFIERS- Educational Leadership Enhancement Grant Program; *Florida

This report presents an evaluation of the Educational Leadership Enhancement Grant Program, (ELEGP), established in 1992 by the Florida legislature to support projects designed to strengthen the professional preparation of women and minorities for leadership positions in public higher education institutions in the state. During 1993-94 six projects were awarded grants totaling $100,000, representing nine institutions statewide and serving 86 selected faculty and administrators. These programs academic year, admissions requirements, and programs offered and their length). Appendixes contain charts of the educational ladder and the credentials it requires as well as sample documents. (JB)

ED 389 256 HE 028 775

Wade, Leroy; And Others
Proprietary Sector of Missouri Postsecondary Education, 1994-95: Directory and Statistical Summary.
PUB DATE- Nov 95
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Educational Finance; *Education Work Relationship; Employment; Enrollment; *Institutional Characteristics; *Postsecondary Education; Private Sector; *Proprietary Schools; *Student Characteristics; Student Financial Aid; Tables (Data); Vocational Schools
IDENTIFIERS- *Missouri; Proprietary Organizations

This is the seventh annual report and summary of information on Missouri's postsecondary private career schools for 1994-95. Following part 1 and part 2, foreword and introduction respectively, part 3 is a directory of schools certified to operate in Missouri. Part 4 is a compilation and graphic display of data on the schools in 17 figures of information on certification, distribution of program by type, enrollment, student preparation, enrollment by student characteristics such as gender and ethnicity, completions, employment, institutional finance, and student financial aid. This section also contains tables displaying data on inventory of instructional programs, student preparation, participation, completions and employment, and resources. Appendixes contain information on enrollment by award level, programs offered by out-of-state schools certified to operate in Missouri, inventory of private career school programs by schools (1995-96), inventory of Missouri Private career schools programs by program (1995-96), and classification of instructional programs. (JB)

ED 389 257 HE 028 776

Dixon, Terry P.; And Others
Report of the 1995 Clarkson College Alumni Telephone Survey.
PUB DATE- 20 Nov 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alumni; *Attitudes; Education Work Relationship; Employment; Employment Patterns; Graduate Surveys; Higher Education; Nurses; *Vocational Followup
IDENTIFIERS- Alumni Relations; *Clarkson College NE

A Clarkson College Alumni Telephone Survey done in November 1995 sought feedback for outcomes assessment decisions, information to support foundation funding, information on placement and employment, and to verify alumni addresses. The survey was conducted with alumni from the 1994 and 1995 classes, two groups that would best represent outcomes of programmatic changes instituted between 1991 and 1993. Respondents (7 male and 55 female) included primarily nursing graduates with one medical imaging graduate. The questions covered respondent gathering, organizing, and manipulating research data and in communicating the findings in a written or oral presentation. Instruction was given during computer literacy class. Units focused on word processing, using a spreadsheet to organize data and create graphs, using design layout principles, and setting up a database and manipulating data. Six of the original 103 subjects, who excelled in scientific research projects, learned to create presentations using Hyperstudio. Analysis of the data indicated that five of the expected outcomes were achieved. The post performance-based test indicated that 92% of the students mastered outlining and reporting skills, and 93% mastered the graphing skills. Student portfolio assessments revealed that 99% learned how to create slides and overheads. Student confidence in the use of skills to enhance presentations rose substantially. Appendixes contain a student self-assessment and a five-item annotated software bibliography. (Contains 6 tables and 28 references.) (Author/SLD)

ED 389 277 IR 017 486

Lederman, Tim
Local Area Networks for K-12 Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Nov 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; *Computer Uses in Education; Cost Effectiveness; *Design Requirements; *Educational Facilities Design; Electronic Mail; Elementary Secondary Education; Information Systems; *Local Area Networks; School Districts; Schools; *Shared Resources and Services
IDENTIFIERS- ERIC Digests; Internet

A Local Area Network (LAN) allows computing equipment to share information from any device on a network with other devices on the same network. Uses for LANs in schools include sharing printers and programs, centralized file sharing, access to library databases and catalog, cost-effective connection to external networks, electronic mail, school bulletin boards, and sending and receiving faxes. A LAN provides a school information system for administrators, teachers, students, parents and the community. School district uses for LANs include all of those uses in schools, particularly file sharing for student information, transmission of records, electronic mail and shared use of one district connection to the Internet. Common types of LANs are Ethernet and Token Ring; Ethernet predominates because it is easily designed and is composed of data transfer devices which are less expensive than similar Token Ring devices. There are many aspects of LAN design to consider when developing a technology plan for a school building or school district. These considerations include cabling medium, wiring plan, network and electrical outlets, furniture and fixture location, and potential use of space. An additional factor in design planning is the number of network connections per room; the needs of regular, special, technology, and computing classrooms should be considered, as well as the library, administrative offices and other offices. (AEF)

ED 389 278 IR 017 489

cotton industry, the rendezvous between space shuttle Atlantis and the space station Mir, and civil strife in Sri Lanka (November 13-17); a robot programmed to seek out land mines, the new Polish president, and an e-mail network for hospitalized children (November 20-22); the Bosnia peace accord, twins with perfect SAT scores, improvements to the Braille alphabet, art as an investment, and peace talks in Northern Ireland (November 27-30). (BEW)

ED 389 296 IR 017 593

CNN Newsroom Classroom Guides, December 1-31, 1995.
PUB DATE- Dec 95
NOTE- 62p.; No guides for December 18-22 or December 25-29.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the first half of the month of December, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered include: President Clinton's visit to Northern Ireland, President Clinton's attempts to marshal support for sending American troops to Bosnia, and the Olympic torch relay (December 1); Bill Gates' purchase of the Bettman picture archive and possible plans to put it on the World Wide Web, anorexia nervosa, the "death" of filmdom's Godzilla, the sugar industry, Michael Jackson's collapse, the 100th anniversary of the x-ray, and President Clinton's conference on AIDS (December 4-8); UPC bar codes and ways they made be able to help the police department, tobacco expansion and increases in smoking in the Far East, a Nobel prize for John Steinbeck, organized crime's interest in the sanitation industry, and multicultural December holidays (December 11-15). (BEW)

ED 389 297 IR 055 587

Burger, Leslie; Weaver, Barbara
Standards for Florida Public Libraries: A Vision for the 21st Century.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Community Relations; Cooperation; Financial Support; Leadership; Library Administration; Library Collections; Library Facilities; Library Funding; Library Personnel; *Library Services; *Library Standards; *Public Libraries; Shared Library Resources

LANGUAGE- German
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Libraries; Card Catalogs; Cataloging; Conferences; Data Processing; Foreign Countries; Higher Education; Integrated Library Systems; *Libraries; Library Acquisition; Library Administration; *Library Automation; *Library Catalogs; Library Cooperation; Library Role; Online Catalogs; Shared Resources and Services; State Libraries; *Technological Advancement
IDENTIFIERS- *Germany; Historical Background; Virtual Libraries

This collection of 12 papers commemorates the retirement of Bernhard Adams. Adams had a 30-year career at the Bochum University Library (Germany) and advocated innovation and automation in libraries. The papers are: (1) "Gemeinsame Wegstrecken: Bernhard Adams zur Ehre" ("Common Milestones: In Honor of Bernhard Adams") (Harro Heim); (2) "Die Anfange der Bibliotheksautomatisierung in Deutschland" ("The Beginning of Library Automation in Germany") (Gunther Pflug); (3) Katalogisierung mit Hilfe der elektronischen Datenverarbeitung: ein Erfahrungs--und Situationsbericht" ("Cataloging by Means of Electronic Data Processing: Experiences and Current Situation") (Ingeborg Sobottke); (4) "Vom Bandkatalog zum OPAC" ("From Card Catalog to OPAC") (Heinz-Werner Hoffmann); (5) "Automatisierung der Erwerbung--eine Frage intergrierter Bibliotheksautomatisierung" ("Acquisition Automation--A Question of Integrated Library Automation") (Ronald Michael Schmidt); (6) "Virtuelle Bibliothek--Resource Sharing ohne Bibliotheksbestande?" ("Virtual Library--Resource Sharing without Actual Library Holdings?") (Karl Wilhelm Neubauer and Wolfgang Binder); (7) "OSI-Anwendungen in Bibliotheken oder Was ein Bibliothekar von OSI wissen sollte" ("OSI-Applications in Libraries or What Any Librarian Ought To Know About OSI") (Christine Bossmeyer); (8) "Die Essener Symposien--mit einem Ruckblick auf den Bochumer Ursprung" ("The Essen Symposia--With Retrospection on their Beginning in Bochum") (Ahmed Helmi Helal); (9) "Die Funktion des Buroleitenden Beamten in Bibliotheken" ("The Role of the Library Manager in Libraries") (Eberhard Herf); (10) "Wie man in Bochum die rechtlich fixierte Zweigleisigkeit mit bibliothekarischem Leben fullt" ("How the Bochum University Library System Moved From a Model of Coexistence to Coordination") (Horst Romling); (11) "Uber Namen von Bibliotheken: Aktuelle und historische Betrachtungen zur Umbenennung der Universitatsbibliotheken Bonn, Munster und Dusseldorf in Universitats--und Landesbibliotheken" ("About University Libraries of Bonn, Muenster, and Dusseldorf--and Lohse); and (12) "Bibliotheksgrundung in West and Ost: Nordrhein-Westfalen und Brandenburg im Vergleich" ("Library Foundations in the West and East: Comparing Nordrhein-Westfalen and Brandenburg") (Ulrike Eich). (UJ/DGM)

ED 389 318 IR 055 704

Freeman, Carla Conrad, Ed.; Stevenson, Barbara, Ed.
The Visual Resources Directory: Art Slide and Photograph Collections in the United States and Canada. Visual Resources Series.
PUB DATE- 95
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Classification; Foreign Countries; Information

Networks; Library Planning; *Library Services; *Long Range Planning; Objectives; *Public Libraries; School Libraries; *Shared Library Resources; User Needs (Information)

IDENTIFIERS- Library Services and Construction Act; State Local Relationship; *Wisconsin Division for Libraries Comm Learn

The purpose of this long-range plan is to describe the status of library development in Wisconsin, the needs and problems of libraries, and the possible ways of meeting these needs over the next 5 years. This plan was developed by the Division for Libraries and Community Learning staff, with advice from the Library Services and Construction Act (LSCA) Advisory Committee and the Council on Library and Network Development. The plan reflects reports submitted to the division, surveys, consultations with librarians, trustees, and various statewide planning efforts and studies involving librarians from around the state. The primary focus of the plan is on statewide and state-level library activities, division statutory requirements and services, and federal LSCA priorities. The long-range plan is intended to provide a broad framework for division and statewide planning activities, as well as provide Wisconsin librarians and others with a framework for local library and system planning efforts. The contents include: (1) characteristics of Wisconsin affecting library services; (2) the Division's organization and mission; (3) the Division's publications; (4) the Division's 1994-95 highlights; (5) goals for Wisconsin library service; (6) LSCA policies; and (7) 1995-96 LSCA activities. (Author/BEW)

ED 389 336 IR 055 727

Service Data for Wisconsin Public Libraries--1994: A Companion to the Second Edition of the Wisconsin Public Library Standards. Bulletin 95044.

PUB DATE- 95

NOTE- 13p.; For 1993 service data, see ED 378 988; for the second edition of the Wisconsin Public Library Standards, see ED 378 989; for the first edition, see ED 284 571.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Benefits; *Data Analysis; *Evaluation Methods; Library Acquisition; Library Expenditures; Library Materials; Library Personnel; *Library Services; Library Standards; *Library Statistics; Needs Assessment; Population Distribution; *Public Libraries; Tables (Data); User Needs (Information)

IDENTIFIERS- *Wisconsin

The data in this report is drawn from the 1994 public library annual report and represents a snapshot of certain conditions that existed in Wisconsin public libraries at the end of 1993. Trustees and staff can use this data to identify an appropriate peer group and select a service target based on activities reported by that group. This companion to the standards summarizes the source of the data analyzed, provides methods for estimating a library's service population, instructs readers on applying appropriate measures, and provides the data itself, in table form. Service data is tabulated according to 8 input measures: full time equivalent staff per 1,000 population; volumes held per capita; periodical titles, audio recordings, and video recordings held per 1,000 population; print acquisitions as a percentage of holdings; total materials expenditures per capita (print and non-print); and hours open per week (winter). The libraries are grouped into eight

$3,000 scholarship for the winner of the Student Mathematics League Contest in the same year; the formation of AMATYC committees and affiliates on academic computing, developmental mathematics, education, equal opportunity in mathematics, placement/assessment, the Student Mathematics League, technical mathematics, and grants; the shift in the 1990s to national involvement in policy issues; the opening of the AMATYC national office; and the AMATYC mission statement in its original and current forms. Section II lists Mathematics Excellence award recipients for 1984-86, 1988, 1990, and 1992. Section III provides a list of AMATYC presidents and their institutions, conference location and attendance figures, and conference chairs for 1974-94. Section IV highlights AMATYC state level affiliate organizations, listing affiliates' state/region, name, and founding year. Finally, sections V and VI provide an appendix discussing professionalization trends and two-year college mathematics and a glossary of abbreviations. Contains 11 references. (MAB)

ED 389 355 JC 950 572

Matzelle, Raymond; And Others
A Study of the Term and Semester Calendars in a Two Year Community College.
PUB DATE- Dec 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Educational Change; *Educational Planning; Educational Strategies; *Employee Attitudes; *Organizational Change; *Quarter System; *School Schedules; School Surveys; *Semester System; Student Attitudes; Student Personnel Services; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Reading Area Community College PA

In an effort to determine the most effective school calendar system, a task force was formed at Pennsylvania's Reading Area Community College to examine the advantages and disadvantages of converting from the college's current term calendar to a semester system. The task force examined the experiences of 11 other institutions that had undergone similar calendar changes. Three subcommittees were also formed to examine possible effects on campus services. The first subcommittee reviewed issues related to student services, conducting surveys of Student Services staff, transfer students, and 234 current students. These surveys revealed that staff responses to 86% of the survey questions indicated a preference for a semester calendar, while student preferences were split. The second committee examined academic issues, reviewing effects on such student-centered issues as curricula, basic skills development, course transfer, and student course load; such faculty-centered issues as teaching load and the use of adjunct faculty; and such college-wide issues as library use, scheduling, pre-registration, and educational quality. The results of this analysis indicated that a semester system would prove beneficial. The final committee considered financial issues pertaining to enrollment; staffing and non-employee expenses; state, federal, and local funding; continuing education; and conversion costs, finding that conversion would be financially feasible. Appendixes provide the student, employee, and faculty surveys; a term versus semester system student credits estimate; and faculty survey responses. (TGI)

Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Classroom Techniques; Course Descriptions; Course Objectives; Experiential Learning; Higher Education; *Instructional Innovation; *Psychology; *Self Directed Groups; Student Attitudes; Student Participation; *Student Role; Teacher Attitudes; Teacher Role

An innovative approach to teaching undergraduate psychology in a self-directed group discussion format was implemented at Raymond Walters College, in Ohio, based on premises from the active learning and employee involvement movements holding that adults achieve more when they are actively involved in their own learning and that students are capable of taking responsibility for their own learning. In the course, class meetings consist of group discussions and activities, with students required to participate in the discussions and activities, write chapter discussion worksheets for each chapter of text covered in the course, lead one group discussion and one experiential activity per term, and participate in a final group discussion exam. Based on 2 years worth of oral and written comments, learners have consistently described the course as excellent and reported high achievement in communication skills and self-confidence. Faculty comments have pointed to the strong level of participation and enthusiasm among students. Limitations of the format include initial attrition due to introverted or passive students, the need for small classes with longer meeting times, the tendency for grades to be inflated, and discomfort over the "non-teaching" role of faculty. Appendixes provide the course syllabus, a guide to group discussion, sample discussion worksheets, and a sample evaluation form. (BCY)

ED 389 373 JC 960 018

Manning, Tracey T.; Wall, Sally N.
Collaborative Learning across the Psychology Curriculum.
PUB DATE- Mar 95
NOTE- 8p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; *Course Objectives; Curriculum Development; Educational Improvement; *Group Dynamics; Higher Education; *Psychology; *Small Group Instruction; Student Development; Student Role; Teacher Role; Teaching Methods
IDENTIFIERS- College of Notre Dame of Maryland

Cooperative learning is defined by an emphasis on positive interdependence among students to learn course materials, face-to-face interaction, individual accountability, the development of interpersonal and small group skills, and group processing of group functioning. In the last 10 years, lower-, upper-, and graduate-level psychology courses at the College of Notre Dame, chapters on students whose problems lie primarily in their social interaction with peers: students rejected by their peers, and shy/withdrawn students. Part 6, which contains the concluding chapter, looks at some of the main findings of the Classroom Strategy Study, at events that have developed since data collection that might affect their relevance, and at teacher role issues introduced in the first chapter. Contains approximately 317 references. (HTH)

ED 389 391 PS 023 551

Olenick, Rhoda; And Others
The Developing Child Workbook 1995/1996.
PUB DATE- 95
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; *Child Development; *Child Rearing; Children; Cognitive Development; Elementary Secondary Education; Emotional Development; Infants; Language Acquisition; Moral Development; Nutrition; Physical Development; Pregnancy; Preschool Education; Sex Role; Toddlers; Videotape Recordings; Workbooks

An integral part of The Developing Child video modules from the same producer, this workbook provides a very useful clearly formatted modular presentation, 30 modules in all, of information on all areas of child development. The workbook can be used with the videos, without them as a stand alone tutorial or review source, or as the outline for a more encompassing course in the area of child development. The 30 modules constitute a survey of current child development, covering theory, history and trends, methods, bioscience background, fetal through adolescent development, and a variety of related topics. Each module includes five sections: overview, key questions to consider, vocabulary, instructional objectives, and self test. The 30 modules are: (1) Observation; (2) Study of the Child: History and Trends; (3) Theories of Development; (4) Context of Development; (5) Conception and Heredity; (6) Prenatal Development; (7) Understanding Pregnancy; (8) The Neonate; (9) Infancy: Landmarks of Development; (10) Infancy: Beginnings in Cognition and Language; (11) Infancy: Early Relationships; (12) Infancy: Self and Social World; (13) Early Child Care and Education; (14) The Child in the Family; (15) Nutrition; (16) Exceptional Children; (17) Toddlerhood: Physical and Cognitive Development; (18) Toddlerhood: Emotional Development; (19) Preschoolers: Physical and Cognitive Development; (20) Preschoolers: Social and Emotional Development; (21) Play; (22) Language Development; (23) Self-Identity and Sex Role Development; (24) Moral Development; (25) Middle Childhood Growth and Development; (26) Middle Childhood: Society of Children; (27) Middle Childhood: Sense of Industry; (28) Adolescence: Physical Growth and Development; (29) Adolescence: Cognitive and Moral Development; and (30) Adolescence: Social and Emotional Development. Within selected modules are 10 one-page digest-style papers by various authors on pertinent topics including cultural differences, eating disorders, and alternatives to spanking. (ETB)

ED 389 392 PS 023 597

Neiner, Christine; And Others
Parents in Partnership for Proficiency: For 3rd & 4th Graders and

education in Micronesia, this paper explores the causes of the fragmentation, which represent a local attempt to modernize education, and the local belief in the superiority of American culture. The consequences of a fragmented world view have been confusion between educational aims and means, and goals and methods. The confusion about the concepts of education, culture, modernization, colonialism, autonomy and reform that exists in Micronesia is exacerbated by eight problems, including the following: (1) educators' confusion of modernization with Americanization when it comes to curricular and methodological reform; (2) reform has taken on an "us vs them" mentality that is intellectually debilitating and counterproductive; and (3) a lack of self-confidence among many of Micronesia's school systems has been combined with failure among administrators to trust the professionalism of teaching faculty. An important first step to resolving this confusion is establishing a philosophy of education that is truly Micronesian. Four suggestions are recommended for developing a distinctly Micronesian pedagogy: (1) give teachers decision-making authority; (2) develop local materials; (3) establish a robust research agenda; and (4) reflect, decide, and help teachers become education's leaders. (AP)

ED 389 409 PS 023 704

Child Care Assistance Keeps Minnesota Working.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Caregivers; Child Health; Child Support; *Child Welfare; *Day Care; *Day Care Centers; Family Income; Financial Support; Low Income Counties; State Aid
IDENTIFIERS- *Minnesota

This newsletter issue focuses on the basic sliding fee child care program, outlining the need for child care assistance, explaining how the program costs less than public assistance, examining the effects on families waiting for the program, providing an overview of how the program currently works with a county-by-county analysis (a 2-page chart accompanies this section), and offering recommendations for policymakers, citizens, employers, child advocates, and other citizens. Vignettes of individual family experiences highlight the individual articles. (AP)

ED 389 410 PS 023 705

Minnesota's Children and Welfare Reform.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Caregivers; Child Health; Child Support; *Child Welfare; *Day Care; *Day Care Centers; Early Childhood Education; Family Income; Financial Support; Low Income Counties; State Aid
IDENTIFIERS- *Minnesota; Welfare Reform

This newsletter issue focuses on welfare reform and programs that differences to reach consensus on the compact's contents. The document includes a presenter's guide, handouts, and transparency masters for a workshop on creating a Parent-School Compact. Included in the handouts are warm-up exercises to facilitate group interaction, background information on school-parent compacts, an overview of compact elements, models of school-parent compacts, and information on the National Education Goals. National Education Goal eight calls for the establishment of school-parent partnerships. An appendix contains sample school-parent compacts from several school districts. (MDM)

ED 389 429 PS 023 768

Hearing on the Contract with America: Child Welfare and Childcare. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Economic and Educational Opportunities. House of Representatives, One Hundred Fourth Congress, First Session.
PUB DATE- 31 Jan 95
NOTE- 239p.; Serial No. 104-22. Document contains small type.
LANGUAGE- English
EDRS Price- MFU1/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Attitudes; Child Abuse; Child Neglect; *Child Welfare; *Day Care; Early Childhood Education; Federal Aid; Federal Legislation; Government Role; Hearings; Parent Attitudes; Politics of Education; *Public Policy; *Social Services
IDENTIFIERS- Congress 104th; *Contract with America; False Allegations; Republican Party

These hearing transcripts present testimony on the effects of the agenda of past Congresses on child welfare and childcare, focusing on the need for welfare and social services reform, subsidized child care, and abuses of the 1974 Child Abuse Prevention and Treatment Act (CAPTA). Testimony was heard from: (1) Representatives Randy "Duke" Cunningham, Dale E. Kildee, and Tim Hutchinson; (2) a Virginia parent who asserts that she was charged unfairly with child neglect; (3) a teacher and grand jury deputy foreman who advocates reform of CAPTA; (4) the legal policy director of the Family Research Council of Washington, District of Columbia; (5) the executive director of the National Committee to Prevent Child Abuse; (6) a mother speaking in support of subsidized child care programs; (7) the director of income security issues for the General Accounting Office; (8) the executive director of the California Child Care and Resources and Referral Network; and (9) the associate director of a day care association in York, Pennsylvania. Additional prepared statements, supplemental materials, and position statements from national and regional organizations are included. (MDM)

ED 389 430 PS 023 771

Sellares Viola, R.; Bassedas Ballus, M.
The Comprehension of Symbolic Play in the Nursery School.
PUB DATE- Sep 95
NOTE- 15p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

however, results showed racial gaps in PPVT scores. This suggests that AFQT is not the only factor influencing PPVT scores. Child's test scores differed dramatically in correlation with maternal education and income. In addition, scores differed with the test, the child's age, and the child's race. The child's background also significantly affected grade repetition after controlling for child test scores and maternal AFQT scores. Maternal scores of different achievement tests have different effects on the PPVT scores of black and white children. The conclusion is that nature and nurture both matter. (Includes 9 statistical tables and 23 references.) (JW)

ED 389 450 PS 023 826

Frost, Joe L.
Analysis of Playground Injuries and Litigation.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accidents; Child Health; *Court Litigation; *Head Injuries; *Injuries; Legal Responsibility; Outdoor Activities; Play; Playground Activities; *Playgrounds; Safety; *Young Children
IDENTIFIERS- *Child Safety; Playground Design

A study analyzed 82 cases of playground injuries and litigation (including 7 fatalities) in 28 states. In order of frequency, injuries happened in public schools, public parks, child care centers, apartment complexes, fast food restaurants, backyards, recreation camps, state parks, and state schools. Sixty-five percent of all injuries resulted from falls, either onto hard surfaces or from equipment, supporting the need for shock absorbing surfaces and "fall free" equipment. Other causes of injury, in order of frequency, include: (1) shearing action; (2) impact by swings; (3) head entrapment; (4) rowdy behavior; (5) choking on cords; (6) open S-hooks; (7) burns from bare metal; (8) cuts from glass; (9) equipment collapse; and (10) cuts from metal. Pieces of equipment involved in injuries include, in order of frequency: (1) swings; (2) slides; (3) merry-go-rounds; (4) horizontal ladders; (5) fire poles; (6) climbers; (7) superstructure components; (8) jungle gyms; and (9) ropes, geodesic domes, chinning bars, spring rides, concrete culverts, and bare metal. Of the children injured, 79 percent were between the ages of 3 and 7; 57 percent were boys, and 43 percent were girls. Results indicate that conforming to minimum safety criteria would prevent most fatalities and serious injuries. (Contains 10 references and 7 diagrams.) (JW)

ED 389 451 PS 023 828

Diachenko, O. M.
On the Problem of Development of Cognitive Abilities in Preschool Age.
PUB DATE- Sep 95
NOTE- 9p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; *Cognitive Development; Cognitive

St. Pierre, Robert; And Others
Child Nutrition Program Operations Study: First Year Report Executive Summary.
SPONS. AGENCY- Food and Nutrition Service (DOA), Washington, DC. Office of Analysis and Evaluation.
PUB DATE- Aug 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Administration; Educational Policy; Educational Resources; *Federal Programs; *Food Service; *Nutrition; Student Needs
IDENTIFIERS- Program Characteristics; *School Breakfast Program; *School Lunch Program

Summarizing the first year report of a multi-year study of the Food and Nutrition Service's (Department of Agriculture) Child Nutrition Programs, this report describes the programs and methods of the study. Data were collected through telephone interviews with states and School Food Authorities (SFAs) between 1987 and 1992. Findings from 1987-1988 data include the following: (1) approximately 39.7 percent of all school lunches were served free to low income children; (2) 6.6 percent were served at a reduced rate; (3) 53.7 percent were served at full price; (4) National School Lunch Program participation was higher in SFAs offering the School Breakfast Program, in smaller SFAs, and in high-poverty areas; (5) average SFA cost of producing a lunch was $1.43; (6) Food and labor costs accounted for most of production costs; (7) 90 percent of SFAs received donated commodities such as cheese, flour, oil, chicken, and turkey from the federal Food Donation Program; (8) 43 percent of the SFAs that participated in the School Breakfast program cited student nutritional needs as a major concern; and (9) 28 percent of the SFAs felt breakfast was important to children's intellectual functioning. (Includes eight charts.) (JW)

ED 389 471 PS 023 915

Svestka, Sherlie S.
Financing Preschool for All Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; Comparative Analysis; Cross Cultural Studies; Enrollment; *Federal Aid; *Financial Support; Foreign Countries; *Preschool Education; Private Sector; *Public Education
IDENTIFIERS- ERIC Digests; France; Italy; *Organisation for Economic Cooperation Development; United States

This digest compares the efforts of the United States and of other member countries of the Organization for Economic Cooperation and Development (OECD) to finance center- and facility-based preschool. In many OECD countries, public preschool is more widely available than in the United States. For example, in France, 100%, and in Italy, approximately 92%, of children age 3 through 5 attend preschool. In the United Kingdom and the Netherlands, all 5- and almost all 4-year-olds, and in Belgium, 95% of 3- to 5-year-olds, attend a public potential students; and administering a student questionnaire to help understand student motivation for seminary enrollment. Although subsequent enrollment increased by 7.3 percent, the percentage of eligible students participating in seminary classes remained the same. This report concludes that more potential students were identified, and that without the use of marketing practices, enrollment would have decreased. Peer-group contacting was the most successful marketing technique. Appendices include sample curriculum, student record forms, student questionnaire, enrollment booklet, statements from church leaders, parent and student handout, stake and ward enrollment totals, 3-year enrollment comparison, and questionnaire tally sheet. (LP)

ED 389 488 RC 020 330

Miller, Michael T.; Masoner, David J.
The Rural Community College Mission: One Faculty's Report.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Faculty; *Institutional Mission; Institutional Role; *Rural Areas; Rural Schools; School Community Relationship; Small Colleges; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Alabama (Central); *Faculty Attitudes

This paper examines the perceptions and attitudes of the faculty of a rural community college about their institution's mission. The college serves a 19-county area in central Alabama, characterized by high rates of illiteracy, unemployment, and poverty. Surveys were completed by 74 of the 100 faculty members. Faculty generally supported their college's efforts but believed that additional efforts should be made to meet the various needs of external constituencies. They perceived a consistent lack of understanding of the college's purpose among those they were attempting to serve. Faculty reported that the college's priorities are, and should be, career and technical education, adult and continuing education, and GED education programs. Similarly, faculty agreed that transfer education, health education, and recreational education programs should be, and are, the lower priorities for the college. In the economically depressed and rural area of this study, priorities did not differ significantly from national ideals for the community college: preparing individuals for work and providing them with basic skills. (SV)

ED 389 489 RC 020 331

Coe, Pamelia; And Others
AEL Study of KERA Implementation in Four Rural Kentucky School Districts. 1993-94 Annual Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Equity (Finance); Educational Legislation; Educational Strategies; Elementary Secondary Education; Finance Reform; Integrated Services; *Nongraded Instructional Grouping; Qualitative Research; *Rural

The book also includes additional references and resources for each chapter, a bibliography, and an index. The teacher's guide provides maps, graphs, and documents that may be duplicated for classroom use; sections on the interpretation of history; lesson plans on Native American culture and spirituality; biographies of contemporary Indian people; guidelines for selecting books on Native Americans; suggestions and guidelines for arts, crafts, and activities; and an annotated bibliography of resources on Native Americans. (LP)

ED 389 505 RC 020 371

Jensen, Marianne, Comp.; Sjorslev, Inger, Comp.
The Indigenous World, 1994-95 = El Mundo Indigena, 1994-95.
PUB DATE- 95
NOTE- 498p.; Photographs and maps may not reproduce adequately.
LANGUAGE- English; Spanish
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; Alaska Natives; American Indian Education; American Indians; Canada Natives; *Civil Liberties; Court Litigation; Economic Development; Ethnic Discrimination; Foreign Countries; *Indigenous Populations; Political Issues; *Self Determination
IDENTIFIERS- Canada; *Environmental Protection; *Land Rights; United Nations; United States; Water Rights

This annual publication examines political, legal, social, and educational issues concerning indigenous peoples in various countries around the world during 1994-95. Part I highlights news events and ongoing situations in specific countries. In the United States and Canada, these include: (1) the arrest of three Canadian Inuit hunters for the killing of a bowhead whale (highlighting subsistence hunting and fishing rights); (2) the appalling picture of poverty and dependency among Alaska Natives provided by the final report of the Alaska Native Commission; (3) implications for Canada natives of an independent Quebec; (4) planning for the new territorial government of Nunavut, to be established in 1999; (5) status of aboriginal peoples in the remaining part of Canada's Northwest Territories; (6) territorial rights, natural resources rights, and water rights of Native Americans; (7) unlicensed medical testing of vaccines on Indian children; (8) success of tribally controlled schools; (9) Indian gaming; (10) court litigation involving environmental protection of Native lands and sacred sites, tribal jurisdiction, and cigarette taxes; and (11) the Leonard Peltier case. Sections on Mexico and Guatemala profile the Zapatista uprising in Chiapas and discuss efforts of Mayan organizations to replace assimilationist educational models with practices based on Mayan cultural ideas of time and space, and to promote recognition of Mayan languages as official languages of Guatemala. Additional sections cover other countries of Central and South America, Greenland, Saami regions of Norway and Sweden, Russia, countries of Melanesia, Australia, New Zealand, China, India, and other countries of Asia and Africa. Part II describes work on behalf of indigenous rights in the United Nations and at the World Summit for Social Development (Copenhagen, Denmark, March 6-12, 1995). This work includes concerns for access to education and for the provision of culturally relevant education. Contains maps, photographs, and a list of IWGIA publications. (SV)

ED 389 506 RC 020 372

(ED), Washington, D.C.
PUB DATE- 95
NOTE- 169p.; A few pages contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Hands on Science; *Integrated Curriculum; Lesson Plans; Mathematical Concepts; *Mathematics Instruction; *Science Instruction; Scientific Concepts

This document is a compilation of lesson plans designed to teach math/science concepts that have appeared in the journal "School Science and Mathematics". The activities combine important mathematics and science fundamentals in a single lesson and have been tested by classroom teachers. The lesson plans include concepts, objectives, rationale, lesson outline, procedure, evaluation, teacher notes, extensions, references, and relevant activity sheets. The units involve hands-on activities that use readily available, everyday materials. (JRH)

ED 389 525 SE 056 805

Cullen, Carol, Ed.; Barron, Pat
Authentic Assessment Strategies for Elementary Science & Mathematics: A Beginning.
SPONS. AGENCY- Battelle Memorial Inst., Columbus, Ohio.; Martha Holden Jennings Foundation, Cleveland, Ohio.; National Center for Science Teaching and Learning, Columbus, OH.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Assessment; Educational Change; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Mathematics Instruction; *Partnerships in Education; *School Business Relationship; Science Activities
IDENTIFIERS- *Authentic Assessment

An increasing number of schools and businesses are entering into more collaborative partnerships focusing on frequent classroom interactions centered around active learning. The "Authentic Assessment Project" was developed by the Science and Mathematics Network of Central Ohio to assist teachers and business partners in designing innovative student assessment to accompany these partner-assisted classroom activities. This document is a compilation of plans to assess student learning in science and mathematics that represent the type of authentic, performance-based assessment that is currently being advocated at the national level. The tasks presented in this document: relate directly to instructional goals identified as desired student outcomes; require students to apply what they have learned; have more than one correct answer or possible outcome; and involve more than one step to complete. Each assessment plan contains the following information: summary of the activity; learning outcomes; assessment information; scoring; issues and implications; impact; and references. (JRH)

ED 389 526 SE 056 833

Olson, Judith, Comp.; Thorman, Robin, Comp.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algebra; *Cognitive Style; Mathematics Instruction; Secondary Education; *Symbols (Mathematics)

This paper presents an analysis of the different types of meanings that an individual may assign to a collection of algebraic symbols depending on the mathematical context in which the symbols are presented and the mathematical knowledge possessed by that individual. Four contexts for the Quadratic Theorem are used to illustrate the ways in which generalization and abstraction develop the meaning of algebraic entities by changing the focus from process to structure. (Author)

ED 389 548 SE 057 191

Saenz-Ludlow, Adalira
The Emergence of the Splitting Metaphor in a Fourth Grade Classroom.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Diagrams; *Elementary School Students; Grade 4; Intermediate Grades; Mathematics Education; *Number Concepts

In this classroom a child introduced the word "split" when he was asked to describe his mental activity in performing the addition of two numbers; the teacher initiated a spatial representation using a broken line. Subsequently, the children used their own pictorial representations. The paper presents an analysis of the numerical diagrams used by these fourth graders to represent their "splitting notion." Splitting evolved into a metaphor that fostered the emergence of these children's numerical meanings. Contains 10 references. (Author)

ED 389 549 SE 057 192

Gallardo, Aurora
Negative Numbers in the Teaching of Arithmetic. Repercussions in Elementary Algebra.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Arithmetic; Foreign Countries; Mathematics Education; Questionnaires; Secondary Education; *Secondary School Mathematics; *Subtraction; *Whole Numbers

This article reports the results of a questionnaire applied to secondary school students (n=35) to explore efficiency in the resolution of equations in the domain of whole numbers and the spontaneous responses to problems leading to negative solutions. The most significant results obtained with the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Cognitive Processes; *College Students; *Cooperative Learning; Higher Education; Mathematics Instruction; *Problem Solving

This study examined the problem-solving behaviors, strategies, and achievement of college students enrolled in a one-semester college algebra and statistics course, with respect to the content areas of quantitative literacy, connections between algebraic and graphical representations, and mathematical modeling. Four instructional units of this course were chosen, two in which the students were assigned to cooperative-learning groups and two in which the students worked independently. The findings suggest that students who work in cooperative learning groups clearly exhibit important problem-solving behaviors such as persistence and a willingness to explore alternative solutions; however, they still experience difficulty explicating the connections between mathematical actions and/or processes and the related mathematical concepts. (Author)

ED 389 573 SE 057 216

Zack, Vicki
Help-Seeking While Problem Solving: Adult Care-Givers and the Zone of Proximal Development.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Elementary School Students; Grade 5; *Help Seeking; Intermediate Grades; Mathematics Instruction; *Parent Participation; *Problem Solving; Student Journals
IDENTIFIERS- *Zone of Proximal Development

This investigation is part of an ongoing, larger study which is looking at joint activity and appropriation of new understandings in an inquiry mathematics classroom setting. Instances of help-seeking which occurred while children were endeavoring to solve non-routine problems at home were analyzed. Considered in this study were (1) the kind of help sought by the child, (2) the kind of help offered by the adult, (3) how extensive the help was, and (4) the sense the child made of the help. The data sources included the children's writing in their math logs, and their explanatory presentations subsequently given to peers in class. Findings suggest that (1) the children sought and received help predominantly with respect to problem-solving strategies and mathematical concepts, (2) interactions with adults were evenly distributed among all the students-the adept, moderately adept, and less adept-in that some did ask for help while others rarely or never did, and (3) the less adept children were less specific in describing the kind of help sought/received while the more adept children's' requests were more specific and focused. (Author) student metaphors were not systematic across the three roles. Actualizing visions of mathematics learning consistent with constructivist pedagogy will require teachers and pre-teachers to reconcile beliefs with personal interactions and roles in the classroom by engaging in critical reflection about teacher roles. Contains 10 references. (Author/MKR)

ED 389 597 SE 057 241

Cooney, Thomas J.; Shealy, Barry E.
Teachers' Thinking and Rethinking Assessment Practices.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Educational Change; Mathematics Education; *Mathematics Teachers; Professional Development; Secondary Education; *Secondary School Teachers; *Student Evaluation
IDENTIFIERS- *Teacher Change

Five secondary school teachers participated in a 3-year project to support the rethinking of their assessment practices. The teachers met regularly to share ideas, submitted assessment tasks and their assessments of students, and received feedback. All of the teachers professed significant changes in their understanding of assessment and four changed their teaching significantly. The teachers' written contributions to the project, interviews with the teachers and their students, and observations of the teachers' teaching were analyzed. Key factors from the nature of the teachers' beliefs and their social situations were identified that facilitated and/or inhibited change. (Author)

ED 389 598 SE 057 242

Turner, Pamela; Chauvot, Jennifer
Teaching with Technology: Two Preservice Teachers' Beliefs.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177. Research also supported by the Georgia Research Alliance.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Longitudinal Studies; Mathematics Education; *Mathematics Teachers; Preservice Teacher Education; Secondary Education; *Teacher Attitudes; *Technology
IDENTIFIERS- *Preservice Teachers; Teacher Candidates

The goal of this longitudinal study was to conceptualize the belief structures of preservice teachers with regard to technology. Concerns included what beliefs were held, how those beliefs were held, and to what extent those beliefs influenced the teachers' use of technology. Two preservice teachers were followed through four quarters of a secondary mathematics education sequence. Analysis of their beliefs suggests that

Representations using tables, parallel number lines, and perpendicular number lines dynamically display ordered pairs of the function. A randomized comparative experiment is described which was performed to test the effectiveness of the number line representations for enhancing student understanding of basic function concepts. Contains 13 references. (Author/MKR)

ED 389 622 SE 057 267

Galindo, Enrique
Visualization and Students' Performance in Technology-Based Calculus.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculators; *Calculus; College Mathematics; *College Students; *Educational Technology; Higher Education; Mathematics Education; Student Attitudes; *Visualization
IDENTIFIERS- *Graphing Utilities

The relationship between college students' preferred mode of processing mathematical information--visual or nonvisual--and their performance in calculus classes with and without technology was investigated. Students elected one of three different versions of an introductory differential calculus course: using graphing calculators, using the computer algebra system "Mathematica," or using no technology. A total of 139 students participated in the research. Presmeg's Mathematical Processing Instrument (MPI) was used to determine students' visual processing preference. The interactions of students of different visual processing preferences with the software "Mathematica" were also investigated using task-based interviews. Results from the sections using graphing calculators suggest that appropriate uses of technology may equally benefit students of different cognitive styles. Contains 29 references. (Author)

ED 389 623 SE 057 268

Slavit, David
Operational Sense in First Grade Addition.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; Arithmetic; *Cognitive Structures; *Elementary School Students; Grade 1; *Mathematical Models; Mathematics Education; Models; Primary Education; *Problem Solving

This paper outlines a theoretical perspective for studying student understandings of the concept of addition. The notion of operational sense is defined as a way to describe the notion of addition as a mathematical object, paving the way for an application of the theory of reification at this level.

Nations. A Curriculum Unit Recommended for Grades 6-9.
PUB DATE- 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperation; Cultural Differences; *Cultural Pluralism; Culture Conflict; Culture Contact; Developed Nations; Developing Nations; Foreign Countries; Foreign Policy; Intermediate Grades; *International Relations; *International Trade; Junior High Schools; Social Studies; World Affairs
IDENTIFIERS- Europe; *European Community

This resource packet introduces students to the notion of community within a European context. Students examine the European Community as a community of independent countries and will become aware of some of the key characteristics of a community. The eight activities focus on developing multiple perspectives through the analysis of European integration and diversity. The eight activities include: (1) "Cooperation and Community"; (2) "The Concept of Community"; (3) "National Anthems and Music of European Countries"; (4) "Money Makes the World Go Around"; (5) "Caught between Two Cultures"; (6) "Newcomers at the Gate"; (7) "Fighting Problems Collectively"; and (8) "Decision Making and the European Community." Each lesson contains supplementary handouts and support materials. Several primary documents are incorporated into the lessons to present students with a range of perspectives on the topic being studied. Activities address a variety of multiple abilities, including analytical, visual/spatial, musical, and dramatic abilities. (EH)

ED 389 645 SO 025 490

Help, Handout, or Hindrance: U.S. Support for the Developing World and Teacher's Resource Book. Choices for the 21st Century Project.
PUB DATE- Jun 95
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Developing Nations; Diplomatic History; *Economic Development; *Foreign Policy; International Cooperation; International Programs; *International Relations; International Trade; Secondary Education; Social Studies; *World Affairs
IDENTIFIERS- Kennedy (John F)

This booklet presents an overview of the development of U.S. foreign aid and arguments on the several sides of the issue to enable citizens to think constructively about foreign policy issues and more effectively participate in citizenship debate. The purpose of the booklet is to provide background information for a debate forum on the issue. The booklet contains: (1) "The Evolution of U.S. Foreign Aid"; (2) "U.S. Policy Challenges Today"; (3) "Options"; and (4) "Focusing Your Thoughts." The options are presented as: (1) "Share the American Dream"; (2) "Join Hands for a Better World"; and (3) "Put America First." The supplementary documents the text of the speech of President John F. Kennedy's message to Congress on foreign aid on March 22, 1961. (EH)

ED 389 646 SO 025 512

public schools. Twelve tables and six figures accompany the text. (EH)

ED 389 666 SO 025 772

Williams, Paul L.; And Others
NAEP 1994 U.S. History: A First Look. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Comparative Testing; *Educational Assessment; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; History Instruction; *National Norms; Private Schools; Public Schools; Social Studies; Student Evaluation; Test Norms; *Test Results; *United States History
IDENTIFIERS- National Assessment of Educational Progress

This report is a first look at the results of the 1994 NAEP U.S. History Assessment. It presents national findings of 4th-, 8th-, and 12-grade students' overall performance and summary data for the major demographic subpopulations in the United States. Results are reported on a 500-point scale, used to show comparisons and trends over time, and according to the achievement levels, which are in a developmental stage, established by the National Assessment Governing Board. About 60 percent of the assessment was devoted to performance exercises with the remainder to multiple-choice questions. Sample questions for grade level are provided. The preliminary results show: (1) the pattern of average scores by grade was typical of other subjects assessed by NAEP; (2) among the different regions of the United States, student scores varied by each grade level with high school seniors in the Southeast scoring a lower average than those in the Northeast and Central regions; (3) 17 percent of 4th graders, 14 percent of 8th graders, and 11 percent of 12th graders reached the proficient level which demonstrates competency in challenging subject matter; (4) 64 percent of 4th graders, 61 percent of 8th graders and 43 percent of 12th graders attained at least the basic level which demonstrates partial mastery of challenging subject matter; (5) across the three grades, 1 to 2 percent reached the advanced level showing superior performance; (6) U.S. history scores at all grade levels were higher for students whose parents had more education; (7) at grade 12, males scored higher than females in U.S. history with no differences between males and females in average scores evident at grades 4 and 8; (8) at grades 4, 8, and 12, White and Asian students had significantly higher U.S. history scores than did Black and Hispanic students; and (9) 4th-, 8th-, and 12th-grade students attending non-public schools displayed higher U.S. history scores than their counterparts attending public schools. Tables, figures, and graphs accompany the text. (EH)

ED 389 667 SO 025 784

Powell, Stephanie
Hit Me with Music: How To Start, Manage, Record, and Perform with Your Own Rock Band.
PUB DATE- 95
NOTE- 142p.
LANGUAGE- English

ED 389 685 SP 036 329

Quality Improvement in Initial Teacher Training and Co-operation in Distance Education in Asia: Interim Statement and Action Plans. Commonwealth Secretariat-UNESCO Regional Roundtable (Penang, Malaysia, October 24-November 4, 1992).
PUB DATE- 93
NOTE- 37p.; For related reports on Quality in Basic Education, see SP 036 330-334.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Educational Quality; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; Long Range Planning; *Preservice Teacher Education; *Resource Centers; *Teacher Education Programs
IDENTIFIERS- Bangladesh; India; Maldives; Pakistan; Sri Lanka

This publication reports on the Commonwealth Secretariat UNESCO Regional Roundtable, which was held in Penang, Malaysia as a follow-up to the 1992 Colloquium on Alternatives in Initial Teacher Training, held in Colombo, Sri Lanka. There were 28 participants from Bangladesh, India, Maldives, Pakistan, Sri Lanka, Indonesia, Malaysia, Philippines, and Thailand. This report includes an interim statement identifying critical issues related to the quality of teacher training in these countries including the process of change, improving teacher performance, and the quality of teacher educators. Action plans of the five nations participating in the previous colloquium were presented and are described in this report. These projects addressed: (1) strengthening the organizational framework of teacher institutions and related activities; (2) alternative strategies for initial teacher training; (3) development of resource centers; (4) professional development of teacher educators and managers; and (5) social mobilization and awareness as a means of improving teacher training. Appendices include a list of participants and details of the country action plans, including rationale and objectives, activities, and expected outcomes for each project. (ND)

ED 389 686 SP 036 330

Harris, Mary
Improving the Quality of Science and Mathematics Education--The Role of Higher Education. Report on a Planning Meeting (Hertford, United Kingdom, May 26-29, 1992). Quality in Basic Education: Science, Technology, and Mathematics.
PUB DATE- 93
NOTE- 30p.; For related reports on Quality in Basic Education, see SP 036 329-334.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Curriculum Development; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; *Mathematics Education; Mathematics Teachers; Preservice Teacher Education; *Science Education; Science Teachers; *Teacher Educator Education
IDENTIFIERS- Commonwealth of Nations; United Kingdom

This monograph reports on the Planning Meeting of the accomplished is through an interdisciplinary approach. Numerous curriculum resources which use an interdisciplinary approach and address affective skills are available for the classroom teacher. Spencer Kagan's "Cooperative Learning" provides a variety of activities that can be integrated into the curriculum to develop social skills. The North Carolina Department of Public Instruction has developed an interdisciplinary Alcohol and Drug Prevention curriculum for elementary and secondary level education. Michelle Borba's "Esteem Builders" was developed for the purpose of improving achievement, behavior, and school climate, or overall self-esteem. Designed for K-8, it provides activities that can be used in conjunction with various subject areas. The program has over 250 theory-based and field-tested esteem building activities cross-correlated to all subject areas and grade levels. S. V. Andrews' book, "Teaching Kids to Care: Exploring Values through Literature and Inquiry," discusses how values were taught in education in the past, how they are currently being taught, and how teachers can use children's literature to teach values. Appendixes contain sample pages from "Alcohol and Other Drugs: Interdisciplinary Curriculum. Grades K-5, 6-8, 9-12" (North Carolina Department of Public Instruction: Alcohol and Drug Defense Program, 1991), and from Borba's "Esteem Builders" (B. L. Winch & Associates/Jalmar Press, 1989). (JB)

ED 389 704 SP 036 373

Perry-Sheldon, Barbara
Thoughts on Curriculum Integration and Multicultural Education.
PUB DATE- Oct 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Southeastern Regional Association of Teacher Educators (October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Integrated Curriculum; *Interdisciplinary Approach; Literature Reviews; Models; *Multicultural Education; Teaching Methods
IDENTIFIERS- Banks (James A)

Effective ways to implement the multicultural education demanded by contemporary social issues and demographic changes may be through interdisciplinary approaches or curriculum integration such as those proposed by James Banks and other authors. Banks defines multicultural education as "an education reform movement designed to restructure schools...so that students from all social class, racial, cultural, and gender groups will have an equal opportunity to learn." Banks' curriculum reform includes: the "Contributions Approach," typically found in elementary schools; the "Additive Approach," which adds a book or course to an established curriculum; the "Transformation Approach," which changes the structure of the curriculum; and the "Decision-making and Social Action Approach," which explores social issues and provides opportunities for social action. Hilda Taba, cited by Banks, has developed a key concept curriculum in which a multicultural theme is incorporated across disciplines. Geneva Gay posits that multicultural education content can be incorporated in a curriculum in at least six ways. Leonard and Patricia Davidman in a 1994 book, "Teaching with a Multicultural Perspective: A Practical Guide," provide sample units from integrated subject areas. A included career counseling, supplemental training and educational opportunities, and mentoring. An evaluation of the programs found that participants reported overwhelmingly that their experience in ELEGP enhanced their professional confidence, as well as their leadership, communications, administrative, financial, and legal skills. Eight participants reported that ELEGP contributed to their advancement and promotion, and three reported that they had begun a doctoral program as the result of the professional encouragement of ELEGP. An appendix provides demographic data on institutional and individual participants, the ELEGP legislative statute, a copy of the participant evaluation form, and four participant mini-case studies. (MDM)

ED 389 238 HE 028 756

Report to the Chancellor from the Special Advisory Group on Governance and Support Services.
PUB DATE- Dec 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ancillary School Services; *College Administration; Community Colleges; *Consolidated Schools; Educational Planning; Educational Policy; *Governance; Higher Education; *Institutional Cooperation; Models; *Public Colleges; State Colleges; State Universities
IDENTIFIERS- *Minnesota

This report provides recommendations on models of governance for Minnesota state colleges and universities under the unified system of public higher education administration initiated in 1991. It also outlines the guiding principles behind the consolidation efforts. The report recommended that: (1) 10 technical and community colleges and campuses be consolidated into 2 colleges by July 1997; (2) 11 county metropolitan-area colleges and universities submit plans by July 1996 on current and future collaboration and articulation; (3) 12 colleges and campuses submit plans by December 1995 on current and future collaboration and cooperation; and (4) individual institutions, upon approval of the chancellor, be authorized to secure administrative and other support services from the best available source. (MDM)

ED 389 239 HE 028 757

Barbett, Samuel F.; And Others
Basic Student Charges at Postsecondary Institutions: Academic Year 1994-95. Tuition and Required Fees and Room and Board Charges at 4-Year, 2-Year, and Public Less-Than-2-Year Institutions. Statistical Analysis Report.
PUB DATE- Nov 95
NOTE- 168p.; For the 1993-94 report, see ED 380 000.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Fees; Graduate Students; Higher Education; In State Students; Institutional Characteristics; *National Surveys; Out of State Students; Postsecondary Education; Private Colleges; Public Colleges; Student Costs; Tables (Data); *Tuition; Two Year Colleges
IDENTIFIERS- *Integrated Postsecondary Education Data System

characteristics, employment status, job search activity, salary status, length of time to first job, assistance from Clarkson during job search, and perceived effect of geographic area on success of search. The report also lists 10 recommendations based on the results of the survey such as the need for aggressive placement services by the college. Appendixes contain the survey instrument and comments. (JB)

ED 389 258 IR 017 343

Education, Training, and Research in the Information Society: A National Strategy.
PUB DATE- 95
NOTE- 67p.; Prepared by an Expert Committee appointed by the Finnish Ministry of Education on September 13, 1994.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Change Strategies; Community Education; *Computer Networks; Continuing Education; *Educational Planning; Foreign Countries; *Information Literacy; Information Networks; *Information Policy; Information Technology; International Communication; Needs; Policy Formation; *Public Policy; Strategic Planning; Teacher Education; Technological Literacy
IDENTIFIERS- *Finland; Internet

This report is a written synthesis of opinions and observations on the role of emerging information technology in Finnish society. It surmises that such technology will benefit the educational system and increase research activity, thereby creating new channels of information access for the public, as long as national policymakers commit themselves to strategies for building education programs that are flexible enough to adapt to changing definitions of information literacy and technological expertise. These programs must not only train students and teachers but extend to citizens at large, providing opportunities for their continuing education. Finland needs to participate in the global electronic library by making more information available in digital format, guaranteeing education and research facilities high-performance computing capacity and reliable network connections, and continuing development of Internet links between schools, businesses, and their communities. Policy issues for the proposed open national information infrastructure are discussed, including the practicality of establishing regional networks and the need to examine questions of copyright, Internet security, and tariffs for online information. A glossary is included. (BEW)

ED 389 259 IR 017 348

CNN Newsroom Classroom Guides. September 1-30, 1995.
PUB DATE- Sep 95
NOTE- 74p.; No guides for September 1, 4, and 30.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; Foreign Countries; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

McDonald, Helen; Ingvarson, Lawrence
Free at Last? Teachers, Computers and Independent Learning.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Constructivism (Learning); *Educational Development; Educational Objectives; *Educational Resources; Foreign Countries; Interviews; *Learner Controlled Instruction; Nontraditional Education; Questionnaires; Teacher Attitudes
IDENTIFIERS- Australia

This paper examines the notion of whether computers can provide teachers with the necessary tools to alter the constraints of the traditional classroom and allow for constructivism and independent learning. The study was carried out at Methodist Ladies' College, a girls' school in Melbourne, Australia; information was collected through teacher interviews, classroom observation, questionnaires, attendance at meetings and professional development activities and small group discussions. Independent learning was found to have a strong chance of succeeding because the generous provision of resources was matched with the demands of the expanded educational goals. Traditional structures, which appeared to inhibit innovation in its early stages, were both challenged and changed as a result of the interplay between goals and resources; however, the environment into which the innovation was introduced was often at odds with teacher attitudes. Overall, it was found that technology may have the potential to free teachers from the moment by moment demands of whole class teaching, enabling them to concentrate on challenging students and catering to students as individuals. (AEF)

ED 389 279 IR 017 490

Wallace, Andrew R.; Sinclair, Kenneth E.
Affective Responses and Cognitive Models of the Computing Environment.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Structures; *Computer Anxiety; *Computer Attitudes; Computer Literacy; Computer Science Education; *Computer Uses in Education; Foreign Countries; Higher Education; Interviews; *Preservice Teacher Education; Sex Differences; Users (Information)
IDENTIFIERS- Australia

New electronic technologies provide powerful tools for managing and processing the rapidly increasing amounts of information available for learning; teachers, however, have often been slow in integrating computers into the curriculum. This study addresses the question of how prospective teachers construct affective and cognitive models about computer environments. The study involved 177 first year students taking two different

IDENTIFIERS- *Florida

The need for new standards has arisen in Florida public libraries as a result of the library profession's shift from quantitative, input-based standards to qualitative, output-based standards to measure library performance and excellence. The standards in this document were developed after over 100 participants identified subjects to be addressed and developed recommendations and submitted them to the Standards Working Committee. The final standards are organized in the following broad categories: (1) governance, leadership and funding; (2) personnel; (3) access; (4) materials and collections; (5) services; (6) facilities; (7) cooperation and resource sharing; and (8) community relations. In each section there is an objective defined, addressing the purpose of the standards for the topic area. The standard appears in bold type, followed by a checklist that contains a number of indicators a library can use for self-assessment. Each section includes a list of critical resources. Four appendixes provide supplemental information about the working committee, recommended salaries, a glossary, and an annotated bibliography of 65 sources. (SLD)

ED 389 298 IR 055 678

Sitter, Clara L.; Matthis, Della
Handbook for Alaska K-12 School Libraries.
PUB DATE- 95
NOTE- 295p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Elementary Secondary Education; Library Collections; Library Instruction; *Library Science; *Library Services; Library Standards; Public Schools; *School Libraries; *User Needs (Information)
IDENTIFIERS- *Alaska

This guide is a general introduction to school libraries with specific information for libraries in Alaska. More than 60% of the nearly 500 public schools in Alaska have fewer than 200 students, and it is not unusual to find school libraries staffed by people with little or no preparation. This guide answers many frequently asked questions. The overview provides an introduction to school librarianship, in general, and Alaska, in particular. The "Nitty Gritty" section, the real body of the work, takes specific topics and provides a brief explanation of the subject with practical how-to suggestions for implementing ideas or following up with further study. The Nitty Gritty contains 73 topics, designed so that they can be copied for the library. Topics range from accreditation standards for Alaska libraries, through bibliographies for age groups and special interests, to discussions of technology, vendors, and special resources such as story tellers. The 73 topics are arranged alphabetically. (SLD)

ED 389 299 IR 055 680

Scholtz, James C.
Video Acquisitions and Cataloging: A Handbook. The Greenwood Library Management Collection.
PUB DATE- 95
NOTE- 184p.
LANGUAGE- English

Sources; *Library Collections; Library Personnel; Library Policy; *Library Services; Nonprint Media; *Photographs; *Slides; *Visual Aids
IDENTIFIERS- Canada; United States

Focusing on slide and photograph collections that document art, architecture, design, and related fields, this book provides a comprehensive guide to more than 500 visual collections in libraries and institutions throughout the United States and Canada. Listings provide complete information about the collections, including the name and title of an individual in charge, phone and fax numbers and electronic mail addresses, extent of research and borrowing privileges, hours, size of collection and staff, holdings, subject concentrations, special collections, circulation, classification, and cataloging. Collections are organized by state or province, city, and institution. Appendices present a brief history of Canadian Visual Resources Collections and a listing of visual resources organizations and journals. Indexes provide information according to institution, personnel, type of collection, and subject. (AEF)

ED 389 319 IR 055 705

Jeffery, Debby Ann
Literate Beginnings: Programs for Babies and Toddlers.
PUB DATE- 95
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Books; Childrens Libraries; *Childrens Literature; Early Childhood Education; Guidelines; *Infants; *Learning Activities; *Library Planning; *Library Services; Picture Books; Program Development; Program Evaluation; *Toddlers
IDENTIFIERS- Fingerplays

While librarians have traditionally provided story times for 3- to 5-year olds and more recently for toddlers, it is important to introduce children to books and libraries at an even earlier age. Young children's intellectual development is faster than that of any other age group. This book is a guide to developing library programs for babies and toddlers. The first part of the book discusses planning, presenting, and evaluating programs, as well as tips for success; selecting and presenting picture books, oral rhymes, literature and activities; and using alternate media, such as live music, audiotape recordings, videos and film. Fifty-two activity sheets (one for each week of the year) are provided; they incorporate songs, rhymes, fingerplays, and recommended picture books. The book also addresses such practical issues as first-program jitters, handling unruly toddlers, and coping with burnout. A subject guide to the activities, a bibliography of picture books, further reading and resources, and multilingual multicultural resources are provided. (AEF)

ED 389 320 IR 055 706

Valauskas, Edward J., Ed.; John, Nancy R., Ed.
The Internet Initiative: Libraries Providing Internet Services and How They Plan, Pay, and Manage.
PUB DATE- 95
NOTE- 220p.

population ranges. Within each range, the data was analyzed to define three recommended service targets, representing three levels of effort--basic, moderate, and advanced. Instructions on estimating service population and per capita measures, and the application of the per capita standards are also provided. (Contains 16 tables.) (BEW)

ED 389 337 IR 055 728

Roeber, Jane A., Ed.
"Sportacular Summer." 1995 Summer Library Program Manual. Bulletin No. 95218.
PUB DATE- Jan 95
NOTE- 241p.; For the 1994 manual, see ED 373 788.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Literature; Athletics; *Childrens Libraries; Childrens Literature; Elementary Secondary Education; Library Planning; *Library Services; Publicity; *Public Libraries; *Reading Programs; Songs; *State Programs; Story Reading; Story Telling; *Summer Programs; Vacation Programs
IDENTIFIERS- Wisconsin

This manual was assembled to help Wisconsin librarians plan summer children's programming based on the theme "Sportacular Summer." Ideas in the manual were submitted by more than 45 Wisconsin librarians and gleaned from similar manuals in 5 other states. All materials have been designed to reflect a spirit of fun and to encourage delight in recreational reading. Part 1, "Planning and Promoting Programs," examines generalized fundamentals of planning, promoting, and evaluating programs. Part 2, "Decorating the Library," offers tips for decorating and display ideas and for creating thematic bulletin boards and name tags. Part 3, "Programs and Activities," outlines suggestions for the actual "Summer Sportacular" programs, including guest speaker possibilities, games and activities, sample programs, booklists and audiovisual recommendations, craft ideas, and a sample skit. Part 4, "Giveaways and Games," contains theme-related clip art, puzzles, word games, mazes, coloring pages, and answer keys. Part 5, "Performing Artists," contains a directory of performers from around the state and a performer evaluation form. Part 6, "Sources and Resources," contains lists of professional reading and resources for the hearing and visually impaired, catalogs and other resources. (BEW)

ED 389 338 IR 055 729

Dahlgren, Anders C.
Planning for Countywide Public Library Service. Bulletin No. 95269.
PUB DATE- 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adoption (Ideas); *Counties; Data Analysis; Legal

ED 389 356 JC 950 573

Baylard, Dana Reece; And Others
Mt. San Jacinto College Student Equity Plan.
PUB DATE- Sep 95
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Affirmative Action; *College Planning; Community Colleges; Educational Legislation; Educational Opportunities; Educational Policy; Educational Quality; *Equal Education; *Ethnic Groups; Minority Groups; *School Demography; Two Year Colleges
IDENTIFIERS- *Mount San Jacinto College CA

Intended to assure equal access of historically underrepresented and ethnic minority students while maintaining excellence in academic standards, Mount San Jacinto College (MSJC), in California, developed this student equity plan. An executive summary reviews state legislation mandating the development of student equity plans, the goals and initiatives of MSJC's plan, and student equity indicators used at the college. The second section provides background information to the development of the plan, while the third provides tables of results from surveys of faculty, staff, and students regarding the campus environment. The fourth section discusses student access at MSJC, providing data on the percentages of ethnic groups in the college service area and student body and suggesting that the college funding base be increased so that all students have access to college. Sections 5 through 8 then provide data by ethnic group and gender on basic skills completion, successful course completion, degree and certificate completion, and transfer. The final section describes MSJC's annual review model. Appendixes include the texts of California Assembly Bill 4071, related to campus climate, and Division 6 of Title 5 of the California Code of Regulations, related to student equity; survey instruments; MSJC's guarantee of nondiscrimination; an affirmative action plan; data on annual hires; MSJC's sexual harassment policy; campus goals related to affirmative action and the Transfer Center; and a list of members of the Student Equity Committee. (TGI)

ED 389 357 JC 960 002

Travis, Jon
Community Cores: The Future for the Community College Campus.
PUB DATE- Apr 95
NOTE- 22p.; Roundtable presentation delivered at the Annual Convention of the American Association of Community Colleges (75th, Minneapolis, MN, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Colleges; *Community Education; Delivery Systems; *Educational Change; Educational Cooperation; *Educational Development; Educational Facilities Design; Educational Innovation; Educational Planning; Partnerships in Education; Role of Education; School Community Programs; *School Community Relationship; Sociocultural Patterns; Two Year Colleges

in Maryland, have been reorganized to function as collaborative courses. Typical class activities in the courses include small group discussions of assigned reading and exercises, summaries of research articles presented to and discussed in small groups, and integrative group analyses of videos or other presentations. The use of student groups in the courses is guided through several stages, including their formation at the beginning of the term, development, the assessment of groups and individuals, and the resolution of conflicts. Collaborative learning activities employed fall into two categories: long-term projects, involving the completion of a research project and/or presentation by two or more people working together outside of class, and in-class exercises, using spontaneous or instructor-formed groups for a particular exercise only. In reorganizing courses, collaborative learning experiences can be introduced in small stages into existing class formats until faculty are ready to undertake the total redesign of courses. (BCY)

ED 389 374 JC 960 019

Britt, Michael A.
Research on Trial: A Pedagogy for Research Methods Instruction.
PUB DATE- Mar 95
NOTE- 11p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Classroom Techniques; *Course Objectives; Critical Thinking; Higher Education; Instructiona Effectiveness; *Psychological Studies; Psychology; *Role Playing; Student Attitudes; Teacher Role; Teaching Methods

The Research on Trial technique is designed to enable students to think critically about psychological research, to help them apply what they have learned in class in an in-depth way to this research, and to create a classroom environment in which research issues are debated. The technique employs a courtroom trial role-play, with students assigned to either defend or "prosecute" a published research article. In the trial, four students serve as defense lawyers for the article and another four as the prosecution, while the teacher acts as judge, ensuring fair proceedings. The teacher also provides the jury with guidelines on deciding the outcome of the trial, encouraging them to focus on the internal validity of the study's methodology and conclusions and the external validity or the study's applicability to other populations. A fall 1994 evaluation of student participants' perceptions of the technique indicated that students were generally positive about the experience, although there were reports of some group members contributing more than others and of confusion on the part of the jury. Areas that need to be addressed with the technique include dealing with interpersonal tensions that may arise between the role-playing students and providing clear instructions to the jury. Graphs of reponses from the student evaluation of the technique are appended. (BCY)

ED 389 375 JC 960 020

Cavalier, Robert P.; Wesp, Richard K.

Their Families.
PUB DATE- 95
NOTE- 151p.; Cover and section dividers printed on colored stock.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Achievement Tests; After School Education; *Competency Based Education; Elementary Education; *Elementary School Curriculum; *Elementary School Mathematics; *Elementary School Science; *Elementary School Students; Grade 3; Grade 4; Learning Activities; Parent Participation; Parents as Teachers; Parent School Relationship; Science Experiments; Social Studies; Supplementary Education; Verbal Development

This document contains a series of learning materials for 3rd and 4th graders and their families. The materials are designed to augment classroom learning. Included are worksheets, games, and other skill building activities for writing, reading, math, citizenship, and science. These activities are meant to help children prepare for proficiency exams. As such, the document also includes goals for each subject area, methods to develop study skills, and test taking tips. Examples of activities in each subject area include the following: (1) writing--story writing, letter writing, and creating writing webs; (2) reading--power reading, phonics, and story grammar wheels; (3) math--baseball math, money math, and home polygons; (4) citizenship--understanding separation of powers and branches of government, opinion polling, following elections, and family geography bingo; and (5) science--recycling, weather, and being a plant detective. Test taking tips, study skill suggestions and a bibliography of books, videos, magazines, and games to support learning are included. (JW)

ED 389 393 PS 023 606

Friedman, Sara Ann
Creating Violence-Free Families: A Symposium Summary Report (New York, New York, May 23-25, 1994).
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Battered Women; *Change Strategies; *Child Abuse; Family Problems; *Family Violence; Mass Media Role; *Prevention; Sex Discrimination; Social Influences; Social Problems
IDENTIFIERS- Social Impact

Noting that family violence is a global and pernicious problem, this report summarizes a symposium--sponsored by the Baha'i International Community's office for the Advancement of Women, in collaboration with the United Nations Children's Fund (UNICEF) and the United Nations Development Fund for Women--on meeting the challenge of and raising public awareness about the scope and seriousness of family violence. Building on a diversity of cultures, professions, experiences, and perspectives, participants proposed that effective efforts to create violence-free families must be designed on the basis of including the whole family and active participation of all social sectors. The report elaborates the following help low-income children in Minnesota, including articles on the basic values which should guide welfare reform; current welfare reform proposals; the cost of welfare; the role of charities and the religious community; an overview of programs in Minnesota which assist low-income children; and a two-page chart showing the county-by-county analysis of the number of children aided by these programs. A section on what citizens can do about welfare reform is included. The second section contains an extended analysis of the effects on Minnesota of the U.S. House of Representatives' Welfare Reform Plan, including discussions of programs affected by proposed legislation. Definitions of several terms are included, and several articles contain references. (AP)

ED 389 411 PS 023 707

Segal, Marilyn; Adcock, Don
Play Together, Grow Together: A Cooperative Curriculum for Teachers of Young Children. Early Childhood Curriculum. Revised and Expanded.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.
PUB DATE- 93
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict Resolution; Cooperation; *Cooperative Learning; Curriculum Guides; Dramatic Play; Early Childhood Education; Experiential Learning; Interpersonal Competence; *Learning Activities; Music Activities; Perceptual Motor Learning; *Play; Playground Activities; Singing; *Social Development; Story Telling; Young Children
IDENTIFIERS- Blocks; Circle Time; Developmentally Appropriate Programs

This book is a resource guide that provides examples of cooperative activities and techniques that teachers can incorporate in and adapt to their own classrooms. The premise upon which the book is based is that a cooperative environment stimulates children to explore the aspect of school life that appeals to them--the chance to play with others--and teachers are stimulated to focus on social growth, to respond when children need to build social skills, and to share with children and parents a commitment to cooperation. The guide supports theme-based curriculum with cooperative ideas and values, as well as an interest-centered classroom. It is organized in chapters according to types of activity. Chapters 1 through 10 of the book are each focused on a major curriculum area. The first section of each chapter describes concepts and skills within the curriculum area that foster cooperation. The second section presents examples inspired by classroom teachers of the cooperative ideas in action. Chapter 11 provides guidelines and suggestions for fostering social skills, in three sections: reducing and resolving conflict situations, helping individual children who have problems with social skills, and enhancing prosocial behavior. (AP)

ED 389 412 PS 023 710

Join Together, Get Involved, and Team Up for the Kids!: How Parents, Schools, and Communities Can Support Family Involvement in Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95

DESCRIPTORS- Age Differences; Child Behavior; Childhood Needs; Dramatic Play; Foreign Countries; Interpersonal Competence; Play; Preschool Education; *Pretend Play; Social Development; *Toddlers

This paper describes two projects analyzing forms of appearance and the characteristics of symbolic play, that is, spontaneous play free from adult intervention. The paper highlights some characteristics and theoretical orientations and discusses preliminary findings. The theoretical framework includes using evolutive cognitive and psychoanalytical theories as theories which consider play an environment in which to construct identity and experiment with the social world. Evidence from the first project shows that: (1) free play, mostly symbolic, occupies most of a child's time at nursery school; (2) children often play alone, or with their mothers, without the participation of an educator; (3) symbolic play increases with a child's age; and (4) classroom play centers encourage activity in children over the age of 3. Results from the second project include: (1) the strong presence of themes such as death and bodily functions indicate a strong relation between play and the child's needs; (2) play takes up most of children's nursery school time, and most play is "make believe"; (3) knowledge, feelings, and relationship modalities meet in play; and (4) children start school at varying degrees of development and with varying capacities for symbolization. Contains 12 references. (JW)

ED 389 431 PS 023 776

Hughes, Anne

Parents, Professionals and Assessment: Attitudes and Roles in Assessment in Nursery Education.

PUB DATE- Sep 95

NOTE- 21p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cooperation; Day Care Centers; Educational Improvement; Educational Objectives; Educational Policy; Foreign Countries; *Nursery Schools; Parent School Relationship; *Parent Teacher Cooperation; *Preschool Education; *Student Evaluation

IDENTIFIERS- Scotland (Strathclyde Region); United Kingdom

This paper discusses the effects of nursery school assessment policy on collaboration among staff from different professional backgrounds and between staff and parents. The paper highlights this point by reporting the results of a survey of assessment practices in 30 nursery schools in the Strathclyde Region of Scotland. The issue of assessment has become salient because the United Kingdom has been the site of recent debates on what constitutes a good quality program, and questions about assessment are related to concerns about program quality. In this context, a small scale survey was developed to assess practice in 30 nursery schools. Results of this survey include the following: (1) all schools had staff with teaching qualifications and nursery school qualifications working together, creating certain workplace tensions; (2) despite these tensions, there was implicit agreement among teachers that they must collaborate for the good of the students and their parents; (2) the majority of staff had some influence on policy decisions regarding assessment; (3) collaboration

Processes; Curriculum Design; *Curriculum Development; Curriculum Enrichment; Foreign Countries; Instructional Development; *Preschool Children; Preschool Education
IDENTIFIERS- Developmentally Appropriate Programs; *Russia; Vygotsky (Lev S)

The educational objective of the Russian "Development" curriculum for children ages 3-7 is the development of creative and intellectual abilities. Theoretical foundations for the curriculum include the works of Vygotsky, Venger, Leontev, and Zaporozhets, which offer ideas such as: (1) child development is the unity of affective and cognitive structures; (2) cognitive development occurs through child-motivated activities; and (3) developing child abilities in preschool-age children requires the amplification of preschool characteristics of development. The "Development" curriculum allows children to master specific cultural tools and actions by engaging in learning activities. These activities are organized around lessons in areas such as: speech development, art, play, and construction. Lessons give children the opportunity to use visual tools such as models, schemes, and symbols. Measurements of level of cognitive ability showed that children exposed to the "Development" curriculum had certain greater cognitive gains than those learning from the standard state curriculum. (JW)

ED 389 452 PS 023 829

Dombey, Henrietta
Interaction at Storytime in the Nursery Classroom.
PUB DATE- Sep 95
NOTE- 12p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Case Studies; Cognitive Development; Cognitive Processes; *Disadvantaged Youth; Economically Disadvantaged; Foreign Countries; Language Acquisition; Low Income Groups; *Nursery Schools; *Preschool Children; Preschool Education; *Reading Skills; *Story Telling
IDENTIFIERS- Conversation; United Kingdom

Using the tools of systematic grammar, this case study examined 3- and 4-year-old children's experiences with storytelling and the potential effects of those experiences on the children's future success in learning to read. Subjects were students attending one of two nursery school classes held at a large primary school on the south coast of England. These children came from families experiencing financial, social, and physical problems. Results indicated that: (1) storytelling helped to gain the students' attention; (2) throughout the school year, the children began to move toward more explicit, individual self-expression and away from dependence on shared observations; (3) some children had substantial gains in learning language styles very different from those found in their prior conversational experience; (4) in October, only 21 percent of teacher-child dialogic interactions were initiated by students, but by May, this number had increased to 54 percent; and (5) children experienced many positive gains, in various areas, from learning how to actively construct narratives. (JW)

ED 389 453 PS 023 830

preschool program. Many public preschool programs in OECD countries and some programs in the United States are financed through multiple sources. There are two major differences in the ways this funding is provided. First, most U.S. publicly funded programs are targeted for poor and disabled children, while in other countries all children are included in public preschool. Second, in OECD countries, different funding sources finance different parts of a comprehensive program or target different ages entirely, whereas in U.S. publicly financed programs, most of which target individuals in the same population of poor children, there is greater fragmentation of services and conflicting eligibility requirements. In the United States, the private sector has traditionally been the major supplier of early childhood education and care. Recent research, however, has found that sites operated by public agencies, receiving public funding, or sponsored by employers provided higher quality programs than sites that were financed only by parent fees. (BC)

ED 389 472 PS 023 960

Bergeling, Ann-Sofie; Gustavsson, Maria
Samling pa mattan: En utvardering av integrerad skolbarnsomsorg (SKOBO) inom Finspangs Kommun (Integration of Pre-School and School Children).
PUB DATE- Oct 95
NOTE- 89p.
LANGUAGE- Swedish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Planning; Foreign Countries; Individualized Instruction; Interpersonal Competence; *Mixed Age Grouping; Outcomes of Education; Parent Attitudes; *Preschool Education; *Primary Education; Program Effectiveness; Program Evaluation; Student Centered Curriculum; Teacher Attitudes; Team Teaching
IDENTIFIERS- Developmentally Appropriate Programs; Sweden

This study evaluated a project for integrating preschool- and school-age children in a joint educational program. The integration project (SKOBO) has been implemented in all education units in the investigated municipality. Each school has, however, had a considerable degree of freedom in carrying out the program with the potential to find its "own path." The classes in SKOBO consist of children 6-9 years old. The teacher and preschool staff cooperate in the school work, which is mainly individualized. Each child works with tasks that are appropriate according to the child's degree of maturity and his or her needs and interests. The staff cooperation during the school day makes possible the synthesis of both school work and play. Care and education are combined, and the personnel can make use of their different qualifications in a cooperative fashion with the child in focus. The aim of the present study is to investigate, using interviews, how the staff (on three studied units) and the parents of the children comprehend the integration program. In addition, the interaction of staff with staff, children with children, and staff with children was observed. The study found that the units (two classes with staff) work out their own models for integration. Among the things that differ are: (1) the nature and extent of cooperation between teachers and preschool staff; (2) the extent of integration of children of different ages in the classroom (quite often the six-year-olds were not taught in the main classroom, but separately.) Both the staff and the parents believe that this kind of program favors the social development

Schools; *School Based Management; *School Districts; State Aid; State Legislation; Supplementary Education

IDENTIFIERS- Developmentally Appropriate Programs; *Funding Formulas; *Kentucky Education Reform Act 1990; School Councils

A 5-year qualitative study of implementation of the Kentucky Education Reform Act (KERA) analyzes the effects on four rural school districts of large-scale changes in state policy. This annual report of the project focuses on five key KERA "strands." First, KERA mandates that grades K-3 be replaced with an ungraded primary program characterized by seven "critical attributes." Developmentally appropriate practices was the most successfully implemented attribute, but dual-age grouping (the preferred multiage pattern of most schools) appeared to be acting as a barrier to continuous progress, a third attribute. With regard to the second strand--instruction, assessment, and accountability--major findings were that the state assessment program was the driving force behind most instructional changes, emphasis on writing had been increased, teachers had mixed reactions to this increased emphasis, and there was little school-wide planning and implementation of instructional changes. The third strand--extended school services (ESS)--involves instruction or tutoring provided at times other than during the regular school day. Reports about the effectiveness of ESS were mixed, possibly because of a wide range in class size and lack of integration with regular classroom programs. Fourth, although school-based decision making as mandated by KERA gives school councils significant authority, the power structure and decision-making processes of particular councils varied considerably and were related to cultural factors unique to each district. Fifth, only the neediest district had applied for and received grants for family resource and youth services centers, sites of integrated services for high-risk youth and families. This report also includes an overview of the KERA funding formula and other state educational funding, research questions for the 5-year project, and Kentucky's academic expectations. Contains 52 references. (SV)

ED 389 490 RC 020 343

Weeks, John

Lifelines for the Isolated: The Supply, Training and Professional Support of Educational Personnel in Multi-Island Situations. Educational Development in the Small States of the Commonwealth Series.

PUB DATE- 94

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)

DESCRIPTORS- Collegiality; *Educational Innovation; *Educational Policy; Elementary Secondary Education; Faculty Development; Foreign Countries; *Geographic Isolation; Incentives; Institutional Administration; *Personnel Management; Personnel Selection; Professional Continuing Education; Professional Isolation; Rural Areas; *Small Schools; *Teacher Education; Teacher Placement

IDENTIFIERS- *Islands; Teacher Isolation

A 1987 meeting in Fuji that examined the supply, training, and professional support of educational personnel in multi-island situations led to development of a directory of innovative

Lachtman, Ofelia Dumas
Pepita Talks Twice = Pepita habla dos veces.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Bilingualism; *Children; Childrens Literature; Decision Making; Elementary Education; Fiction; *Hispanic Americans; *Interpreters; *Spanish Speaking

This illustrated bilingual children's book (English and Spanish), relates the story of Pepita, a young Hispanic girl who is fluent in both Spanish and English. Pepita always helps when asked to talk for others in Spanish and English. But one day Pepita decides she doesn't want to help anymore. She wants to hurry and get home from school before her brother Juan so she can teach their dog Lobo a new trick. On her way home Mr. Hobbs the grocer, Pepita's Aunt Rosa, and a neighbor ask for Pepita's help in translating English and Spanish. Although she doesn't want to, Pepita obliges. When she finally arrives home, she finds Juan teaching Lobo to return a ball. Pepita is upset and decides she will never speak Spanish again. She tells her mother she is tired of "talking twice." The following day, Lobo follows Pepita to school. She scolds him in English, but Lobo just wags his tail and continues to follow her. At school, the teacher asks Pepita to help a new student who doesn't speak English. Pepita explains that she can't because she no longer speaks Spanish. The teacher tells Pepita that that is unfortunate as it is wonderful to be able to speak two languages. One day as Pepita is leaving for school, her neighbor throws a ball into the street and Lobo runs after it. "Wolf!" Pepita yells. But Lobo doesn't listen. "Lobo! Ven aca!" Pepita screams. Lobo turns back just before a loud screech of the car's brakes. Pepita vows she will never call Lobo Wolf again and realizes the value of speaking two languages. (LP)

ED 389 507 RC 020 374

Rural Issues in Alcohol and Other Drug Abuse Treatment: Award for Excellence Papers. Technical Assistance Publication Series No. 10.
PUB DATE- 94
NOTE- 71p.; Publication also sponsored by the National Rural Institute on Alcohol and Drug Abuse.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Education; Community Services; Correctional Education; *Delivery Systems; *Drug Education; Elementary Secondary Education; *Intervention; Outreach Programs; Policy Formation; *Prevention; Program Descriptions; *Rural Areas; Rural Education; School Community Programs; Substance Abuse; Youth Programs

This document consists of papers that received recognition in a competition sponsored by the Center for Substance Abuse Treatment and the National Rural Institute on Alcohol and Drug Abuse. The competition sought to focus attention on problems in providing treatment and prevention services for drug and alcohol problems in rural areas. The papers address a wide array of issues and populations, from schoolchildren to alcohol-dependent adults to criminal offenders. The introductory paper

Resources for Gender Equity in Mathematics and Technology.
Selected Bibliography.
PUB DATE- 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; *Females; *Mathematics Achievement; *Mathematics Education; *Mathematics Materials; *Sex Differences

The majority of the publications listed in this bibliography regarding selected resources on gender equity in mathematics cover the years 1980-1990, but some earlier listings are also included. The resources are categorized into the following sections: journal articles; ERIC documents and papers presented; books; chapters in books; reports, monographs, and bibliographies; historical perspectives; resources, videotapes, kits, and brochures; and newsletters and organizations. Contains about 600 references. (MKR)

ED 389 527 SE 056 847

Fun with The Plant Nutrient Team. Teacher's Guide.
PUB DATE- Jun 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Food; *Nutrition; *Plants (Botany); Primary Education; Science Activities; Science Instruction; Teaching Guides

This guide is a work in progress; to be continually updated with further information (more stimulating experiments and unusual facts), consequently not every page will have a corresponding page in the activity book. It was created to provide teachers with a useful, informative resource regardless of their educational emphasis. It aims at helping children (kindergarten through grade 3) understand the importance of plant nutrients and modern technology in producing food and fiber. The guide pages have four sections: information for teacher's; activity/curriculum; materials needed; and definitions, information, reasons, tidbits, and suggestions. (JRH)

ED 389 528 SE 056 852

Chia, Teck-Chee
Learning Difficulty in Applying Notion of Vector in Physics among "A" Level Students in Singapore.
PUB DATE- 27 Jun 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demonstrations (Science); Foreign Countries; Higher Education; *Mechanics (Physics); Physics; Pretesting; Science Instruction; Scientific Concepts; Secondary Education; *Vectors (Mathematics)
IDENTIFIERS- Singapore

Many high school and college students experience serious difficulties in understanding as well as applying fundamental concepts in physics. The study reported in this paper focused on the difficulties in learning about vectors in physics and strategies for making the teaching of vectors more interesting questionnaire are the lack of knowledge of the double use of brackets in arithmetic expressions, the partial comprehension of the operation of subtraction, and the difficulty in the operativity of expressions with double signs. The conclusions of this research suggest recommendations for the teaching of whole numbers. Contains 13 references. (Author/MKR)

ED 389 550 SE 057 193

Jones, Graham A.; And Others
A Framework for Assessing Young Children's Thinking in Probability.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Ability; Elementary Education; *Elementary School Students; Mathematics Education; Models; Primary Education; *Probability; *Thinking Skills; Young Children

Based on a synthesis of the literature and observations of young children over 2 years, a framework for assessing probabilistic thinking was formulated, refined, and validated. For each of four major constructs incorporated into this framework--sample space, probability of an event, probability comparisons, and conditional probability--four different levels of thinking were established that reflect a continuum from subjective to numerical reasoning. The framework was validated through data obtained from 24 children in grades 1 through 3 who served as case studies. Results suggest that, while the framework produces a unified picture of children's thinking in probability, there is "static" in the system which generates inconsistencies among construct levels. The framework has implications for curriculum development and assessment. Contains 18 references. (Author)

ED 389 551 SE 057 194

Kenney, Patricia Ann
A Framework for the Qualitative Analysis of Student Responses to the Extended Constructed-Response Questions from the 1992 NAEP in Mathematics.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructed Response; Elementary School Students; Grade 4; Intermediate Grades; *Mathematics Tests; Models; Qualitative Research; *Test Theory
IDENTIFIERS- *National Assessment of Educational Progress

The purpose of this investigation was to develop a general framework for qualitatively analyzing the 1992 National Assessment of Educational Progress (NAEP) extended constructed-response questions. The framework dimensions were based on

ED 389 574 SE 057 217

Cai, Jinfa; Moyer, John C.
Middle School Students' Understanding of Average: A Problem-Solving Approach.
SPONS. AGENCY- Ford Foundation, New York, N.Y. Education and Research Div.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Concept Formation; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; *Junior High School Students; *Mathematics Instruction; Middle Schools; *Statistics; Teaching Methods
IDENTIFIERS- *Arithmetic Mean; *Middle School Students

This study used an open-ended problem-solving approach to teaching and assessing middle school students' understanding of the concept of arithmetic average. Three main results of this study show evidence of positive instructional impact on students' understanding of the concept of average: (1) the number of students who gave correct answers increased from pretest to posttest; (2) on the posttest, more students used appropriate strategies to solve the average problems than on the pretest; and (3) more students used multiple representations on the posttest to explain their solutions than on the pretest. The findings of this study indicate that learning the concept of average is cognitively more complex than the computational algorithm suggests. However, with appropriate instruction, students can have an understanding of the concept beyond the computational algorithm. (Author)

ED 389 575 SE 057 218

Santos T., Manuel
Students' Recognition of Structural Features in Mathematical Problem Solving Instruction.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Grade 9; High Schools; *High School Students; Mathematics Instruction; *Metacognition; *Problem Solving
IDENTIFIERS- *Representations (Mathematics)

Research in mathematical problem solving has produced significant results in trying to understand what people do to solve problems. An important part of the solution process is the presence of both cognitive and metacognitive strategies. This paper documents the extent to which 13 ninth grade students are able to recognize the basic structure of a problem given in three different contexts. In the analysis, it was important to identify a set of distinctions that the students coordinate during the process of solution. This set of distinctions prerequisite mathematical knowledge and the role of the teacher played a major part in the structure of their beliefs toward technology. (Author/MKR)

ED 389 599 SE 057 243

Philipp, Randolph A.
Two Prospective Teachers Struggle with the Teaching-Is-Not-Telling Dilemma.
PUB DATE- Oct 95
NOTE- 10p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Mathematics Instruction; *Mathematics Teachers; Preservice Teacher Education; Secondary Education; Student Teachers; *Teaching Methods
IDENTIFIERS- *Preservice Teachers; Teacher Candidates

This study is one of a set designed to investigate how preservice teachers' understanding of mathematics and views of teaching are affected by working with children. In the study, two preservice secondary school teachers tutored an eleventh grade student over a period of two sessions. The student teachers were surprised that the student was not considering fractions as involving equal areas, and they spent 45 minutes unsuccessfully attempting to induce disequilibrium in the student. The author viewed the videotape with the student teachers, during which time it became clear that the student teachers were struggling with the notion that teaching means not telling students anything. Implications of this view are discussed. (Author)

ED 389 600 SE 057 244

Lubinski, Cheryl A.; And Others
Content Knowledge, Beliefs, and Practices: A Comparison among Six Preservice Teachers.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Higher Education; Knowledge Level; *Mathematics Instruction; *Student Teachers; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Preservice Teachers; *Subject Content Knowledge; Teacher Candidates

This paper compares the beliefs and practices of six elementary education majors prior to and during their senior year clinical and student teaching experiences. Three of these preservice teachers had the minimum requirement of two mathematics content courses. The other three were mathematics specialists and had at least six additional courses in mathematics. Comparisons are made from data, pre-intervention baseline to post-student teaching, on their teaching practices and on their reported

Previous frameworks relative to problem solving are also incorporated. The report of a year-long investigation in a first-grade classroom is then provided. It was found that understandings of specific aspects of operational sense were beneficial to successful problem-solving strategies on part-unknown action tasks. These understandings were also beneficial to the ability to transfer knowledge of addition to a finite group setting (clock arithmetic). Hence, a connection was found between specific kinds of knowledge of arithmetic and the students' ability to model the actions of a problem. Limitations of the framework and study are also discussed. (Author)

ED 389 624 SE 057 269

Ross, Sharon; Sunflower, Elisa
Place-Value: Problem-Solving and Written Assessment Using Digit-Correspondence Tasks.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; Content Area Writing; Elementary Education; Grade 3; Grade 4; Grade 5; Interviews; Mathematics Education; *Place Value; *Problem Solving; *Student Evaluation

The purpose of this study was to examine the effects of researcher-developed lessons on students' understanding of two- and three-digit numeration. Digit-correspondence tasks, often used for individual interview assessment of place value understanding, were adapted to be used as problem-solving tasks. The tasks were presented to three classes, grades 3-5. Students were given ample opportunities, in cooperative groups and as a whole class, to discuss and exchange points of view. In the selected classrooms the social norms established by the teacher encouraged such exchanges. A scoring rubric was developed for a whole-class, digit-correspondence task requiring individual written responses. Only 18% of the students were successful on the preassessment. Of the 58 students who were initially unsuccessful, 71% were successful after the instructional intervention as measured by a delayed postassessment. (Author/MKR)

ED 389 625 SE 057 270

Berenson, Sarah B.; Vidakovic, Draga
Rural Students' Informal Knowledge of Division.
PUB DATE- Oct 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arithmetic; *Cognitive Structures; *Cultural Influences; *Division; Elementary School Students; Elementary Secondary Education; Junior High School Students; *Mathematical

Kutzner, Patricia L.; And Others
Who's Involved with Hunger: An Organization Guide for Education and Advocacy. Sixth Edition.
PUB DATE- 95
NOTE- 58p.; For the fifth edition, see ED 356 983.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Development; Developed Nations; *Developing Nations; Economic Development; *Feminization of Poverty; *Hunger; Intercultural Programs; *International Cooperation; International Programs; *Nutrition; *Poverty; Public Agencies; World Problems

This directory provides key information on agencies and organizations instrumental in the fight against hunger. The guide is divided into three parts. Part 1, "Governmental Organizations and Agencies," lists: (1) "U.S. Congress"; (2) "U.S. Federal Government Agencies"; and (3) "United Nations Intergovernmental Organizations." Part 2, "World Hunger/Development Issues: Non-Governmental Organizations," contains: (1) "U.S. Citizen Advocacy"; (2) "Hunger & Development - Multi-Issue Education"; (3) "Women and Development - Information/Education"; (4) "Developing Regions - Information/Education"; (5) "Nutrition and Health - Information/Education"; (6) "Environment and Sustainable Development - Information/Education"; (7) "Population - Information/Education"; (8) "Human Rights and Refugees - Information/Education"; (9) "U.S. Religious Education/Action Programs"; (10) "U.S. Voluntary Development Aid"; (11) "Development Policy Research in the U.S."; and (12) "Canadian Development Organizations: Education, Advocacy and Policy Research." Part 3, "U.S. Domestic Issues: Non-Governmental Organizations," lists: (1) "Nutrition and Poverty Policy in the U.S.; (2) "Economic Opportunity & Community Development in the U.S."; (3) "Agriculture & Rural Development in the U.S."; and (4) "Local U.S. Hunger/Poverty Aid and Policy Advocacy." The guide includes addresses, telephone numbers, and a brief description of the scope of the organization's work. (EH)

ED 389 647   SO 025 513

Zimmerman, Mary Ann
Utah Prehistory: Social Studies & Talent Training. Fourth Grade.
PUB DATE- 87
NOTE- 68p.; Some photos and maps may not copy well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indians; American Indian Studies; *Archaeology; Built Environment; Grade 4; Heritage Education; Intermediate Grades; *Material Culture; *Social Studies; Tribes
IDENTIFIERS- *Utah

This unit focuses on the Paleoindian migration into the American continent, with a special focus on those who became the Native Americans of Utah. The unit is divided into specific archaeological periods. The first period studied is the Paleoindian from 10,500 BC to 6500 BC. The Archaic Man Period extends from 6500 BC to 0. The Formative Period includes the early Anasazi 500 BC to 500 AD, the Anasazi Middle Pueblo 500 AD to 900 AD, and Anasazi Late Pueblo 900 AD to 1275 AD. The Fremont Culture developed from 500 AD to 1200-1300 AD. The Paiute, Gosiute, and Shoshone peoples arrived in Utah about

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Audio Equipment; *Bands (Music); Elementary Secondary Education; Music; *Musicians; *Performance; Production Techniques; *Rock Music
IDENTIFIERS- Entertainers; Music Industry; *Organizing Strategies; Promotional Strategies; *Recording Industry; Recording Studios

This book provides practical information for students and young musicians interested in beginning a band. Although the book focuses on the rock band, the information could be adapted for application to any type of musical group. The book includes advice and insights from well-known, respected musical performers. The chapters are: (1) "Join Together: Finding Players"; (2) "Reflections and Shadows: Cover and Original Music"; (3) "Bring the Noise: The P.A."; (4) "Practice, Practice, Practice: Rehearsal"; (5) "Playing Around: Gigs and Promotion"; (6) "Studio Madness: The Recording Experience"; (7) "Player Beware: Dangers in the Music World"; and (8) "Hit Me with Music" (Conclusion). Notes and an index conclude the book. (MM)

ED 389 668 SP 036 203

Wilson, Gwen E.
Middle School Drug Awareness/Health Awareness Program: "Choose Not To Use for a Healthier You."
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Drug Addiction; *Drug Education; *Health Education; *Health Promotion; *Integrated Curriculum; Intermediate Grades; Junior High Schools; Learning Activities; Lesson Plans; *Middle Schools; Narcotics; Parent Participation; School Community Relationship; Values
IDENTIFIERS- *Contests

According to the U.S. Departments of Health and Human Services and Education, the main elements of a drug-free education program should focus on valuing and maintaining sound personal health; respecting laws and rules prohibiting drugs; resisting pressures toward drug use; and promoting student activities that are drug-free and offer healthy avenues for student interest. This paper describes one such program which involves a planned month-long program of activities for students at the middle school level. Program elements are planned to complement daily school objectives and include curriculum related activities, drug/health related presentations and contests, and a health fair. Suggested activities are provided for each area of the school's curriculum, and a variety of lessons have been written for curriculum area including: English; history; mathematics; reading; science; art; band, choir, and music; computer technology; drama, speech, theater arts; foreign language; health; homemaking, life management skills; industrial technology; physical education; resource areas and special education; English as a Second Language (ESL); advisory; and clubs, groups, and sports teams. An outline for contests and for special programs in AIDS (Acquired Immune Deficiency Syndrome) awareness is also included. (ND)

ED 389 669 SP 036 234

Commonwealth Project on Improving the Quality of Science and Mathematics Education at the Basic Level which focused on the role of higher education. The purpose of the meeting was to make recommendations for improving the preparation and training of science and mathematics teachers for the first 9 years of education and of trainers of science and mathematics teachers. The report summarizes the meeting discussions on the following topics: curriculum and curriculum change; the education of teachers; inservice education of teachers (INSET); problems in teaching and teacher education; improving the education of teachers and teacher educators; proposals for gathering and disseminating information about INSET programs; and a strategy and action plan for developing INSET guidelines. Brief descriptions of several INSET programs are included. Four recommendations resulted from the meeting: (1) policies on education and professional development of teacher educators should be reviewed; (2) the proposed programs of overlapping and sustained INSET for teachers and teacher educators should be implemented; (3) steps should be taken to identify key personnel to take part in such INSET programs at all levels; and (4) national committees on basic science and mathematics teaching should be established to collect and review existing INSET materials and to prepare for regional and local workshops and INSET programs. Appendices include a list of consultants at the meeting, a list of documents prepared for the meeting, and draft suggestions for content guidelines. (Contains 11 references.) (ND)

ED 389 687 SP 036 331

Thomas, Elwyn
Policy and Practice in Initial Teacher Training. Quality in Basic Education: Professional Development of Teachers. Papers Presented at a South Asian Colloquium on Teacher Training (Colombo, Sri Lanka, April 1992).
PUB DATE- 93
NOTE- 86p.; For related reports on Quality in Basic Education, see SP 036 329-334.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Policy; *Educational Practices; Educational Quality; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Teacher Education Programs; Teacher Educator Education; *Teacher Effectiveness; Teacher Recruitment
IDENTIFIERS- Asia; Bangladesh; India; Pakistan; World Bank

This publication is one of two prepared for a South Asian colloquium on issues related to teacher training in Bangladesh, India, Pakistan, and Sri Lanka. This volume includes four papers presented at the conference. The papers present an analytical view of both policy and practical measures on teacher education. The first paper, "The Professional Development and Training of Teacher Educators" (Elwyn Thomas) examines recruitment, training, and career development in teacher education. The second paper, "Teacher Education: The Quest for Quality" (Motilal Sharma), looks at issues in teacher education in Asia, including World Bank involvement and regional cooperation. The third paper, "A Critique of Policy and Practice in India and Bangladesh" (Adarsh Khanna), analyzes preservice and inservice teacher education in India and Bangladesh, the chief strengths of the Indian and Bangladesh nationally validated approach to multicultural curriculum is Project REACH. Donna Norton has described an approach for the language arts curriculum. A brief description of Norton's approach is attached. (JB)

ED 389 705 SP 036 374

Allain, Michael L.
Interdisciplinary Model, Urban Studies: A Seminar on the Origins and Development of Cities.
PUB DATE- Oct 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Southeastern Regional Association of Teacher Educators (October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *Computer Software; Computer Uses in Education; Courseware; Higher Education; Integrated Curriculum; *Interdisciplinary Approach; Models; Program Design; Seminars; Teaching Methods; *Urban Studies
IDENTIFIERS- Urban Centers; Urban Development; *Webbing (Thematic)

In an effort to put into action an increased interest in interdisciplinary teaching at the higher education level, a model for interdisciplinary instruction was designed and used for a seminar on ancient urbanization and city development. The model for the seminar used what Robin Fogarty has termed "webbed" likening this perspective to that of a telescope, with "a broad view of a constellation as one theme, webbed to the various elements." The format was a seminar with about 12 students and 2 primary objectives: to provide a historical survey of the origins and early development of urban centers and to introduce students to the problems commonly facing urban societies. Student study focused on city planning, politics, the economy, sociology, and leisure. Four texts provided background material. Introductory presentations illustrated the origins of the city in various areas. Then students researched specific cities in a case study format. The webbed approach was particularly helpful in the case study work. After students observed presentations on several cities, they presented their own case studies of the cities they had chosen to research. The seminar also used CD-ROM programs that have been developed to study cities of Ancient Greece. These programs, one of which is interactive, contain a data base of reference materials, libraries of major authors, and various types of graphics. (JB)

ED 389 706 SP 036 375

Pettus, Alvin M.
Models for Curriculum Integration in High School.
PUB DATE- Oct 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Southeastern Regional Association of Teacher Educators (October 1994). Diagrams illustrating the text may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- English; Grade 9; High Schools; Holistic Approach; Integrated Curriculum; *Interdisciplinary Approach; *Program Design; Program Effectiveness; *Secondary School Curriculum; Secondary School Science; Secondary School Teachers; Social

This document lists the typical tuition and required fees and room and board charges assessed to college students in 1994-95 based on a national "Institutional Characteristics" survey which is part of the Integrated Postsecondary Education Data System. The data were collected from over 5,000 of the 5,775 4-year, 2-year, and public less-then-2-year postsecondary institutions in the United States and its outlying areas. Included are tuition and fee charges to in-state and out-of-state students at the undergraduate and graduate levels, along with the costs for room and board, and the number of meals per week covered by the board charge. These charges are not weighted by enrollment. Included are several tables with national statistics on tuition and required fees at postsecondary institutions for academic year 1994-95 followed by tables showing charges at individual institutions and tuition and required fees for first-professional programs. A summary of the publication's statistics notes that the median charge at public 4-year institutions for tuition and fees was $2,445 for undergraduate, in-state students; that at public 2-year institutions tuition and required fees averaged $1,461 for in-state students; and that undergraduate tuition and fees at private, non-profit 4-year institutions averaged $8,967 for in-state undergraduate students. (JB)

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of September, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: the women's conference in China, "No Man Is an Island" (poem by John Donne), NATO resumes air strikes over Bosnia, glaciers, women's magazines, lightning research, electric clouds, and "educating" media (September 5-8); NATO attack on Bosnia, personal rapid transit, gangs in Chicago, international rights of women, Indonesia's banned writer (Pramoedya), newspaper evolution, preventative solutions for youth crime, and solar astronomy (September 11-15); 911 technology, Ethiopia, airline flight from Beijing to New York, Native American culture, estate tax reform, laser light eye surgery, and Stephen Crane's "Red Badge of Courage" (September 18-22); online ethics, Mideast peace terms, "national" foods and products, endangered species, business outsourcing, poison dart frogs, evolving political/geographic borders, newsworthiness, and pieces of the peace process (September 25-29). (MAS) courses at a rural university in Australia; the first group was composed of 92 pre-service elementary school teacher trainees who were involved in a technology subject containing a computing component and the second group was made up of students majoring in computer studies. Students in both groups were administered a mixture of instruments that included affective (anxiety and attitude) and cognitive (knowledge and mental models) measures through questionnaires and interviews. Teacher education students as a group were found to be less knowledgeable, more anxious, less confident, and to have less liking for interactions with computers than the other group. Among teacher education students, female students were found to be more anxious and less confident with computers than male students; there were no anxiety differences between male and female students in the computer science course. Carefully planned courses and application experience addressing both affective responses and cognitive understandings are needed in order for teacher education students to be able to use technology effectively in classroom teaching and learning. (Contains 30 references.) (AEF)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cataloging; Fair Use (Copyrights); *Library Acquisition; *Library Material Selection; Library Technical Processes; Nonprint Media; *Purchasing; Vendors; *Videotape Recordings
IDENTIFIERS- Media History; Purchasing Agents

This book serves as a manual for librarians and library students on the wide range of decisions and tasks related to bringing video material into the library collection. It outlines not only many of the milestones in the video industry from 1970 to 1994 but also many of the practices and trends in video marketing, pricing, and distribution. Advice is offered on obtaining information about titles for purchase, deciding what to buy and from which vendor, seeking out discounts, initiating and keeping track of orders, and returning damaged or incorrectly shipped videos. Issues of copyright and legal restrictions on video use and duplication are examined, in particular when and how a library should investigate purchasing public performance rights for its own protection. There is a discussion of potential dilemmas unique to cataloging items in video format. In an attempt to focus on practical use rather than theory, the text provides samples of procedures and forms in use in actual libraries. (Contains 3 charts, 25 figures, 13 tables, and 31 references.) (BEW)

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Information; Case Studies; *Computer Networks; Consortia; Information Dissemination; *Information Networks; Institutional Cooperation; Interschool Communication; *Libraries; Library Funding; *Library Services; Literacy; Models; Statewide Planning; Student Employment; Users (Information)

IDENTIFIERS- *Internet; World Wide Web

This book examines real-life projects involving Internet access, use, and financing in libraries. It focuses on how becoming an Internet provider has improved many libraries' public visibility, level of service, and communication with other educational or community institutions. Chapters include: (1) "Setting Up an Internet Users Group in the Public Library" (Carolyn Caywood); (2) "Wendy's Connects Billings, Montana" (Bill Cochran); (3) "Internet and the Corporate Library: Creating New Opportunity at the Apple Library" (Monica Ertel); (4) "A Small Special Library in the University Makes Itself Bigger with the Internet" (Mary C. Pettengill); (5) "Mushing the Net in Alaska" (Susan Elliot & Steve Smith); (6) "The Texas State Electronic Library: Giving Texans 'All They Need to Know' Through a Single Source" (Mike Clark & M. Lisa deGruyter); (7) "Maryland's Sailor Project: A Library Gateway for Statewide Access to the Internet" (Rivkah K. Sass); (8) "Metro Net Library Consortium: A Model of Public Libraries as Internet Providers in Michigan" (Gerald M. Furi and others); (9) "Internet Use by Rural Public Libraries: An Examination of Two Programs in the Hudson Valley of New York State" (Denise A. Garofalo); (10) "The Internet in Depository Libraries: Better Service, Higher Stress" (Doreen L. Hansen); (11) "Student Employees Enhance Internet Expertise for a Liberal Arts College Library" (Terry Metz); (12) "Implementing the Internet at Syntex: Collaboration between the Library and Information Systems" (Pamela Jajko and others); (13) "Finding a Place in an Advanced Networking Environment: The Library of the Stanford University Graduate School of Business" (Robert E. Mayer & Suzanne Sweeney); (14) "Pikes Peak Library District's MAGGNet" (David R. Clark); (15) "Wish Lists Come True at the Hewlett-Packard Laboratories Research Library" (Eugenie Prime and others); (16) "UtahLINK: A Model for Statewide Educational Use of the Internet" (Sharyl G. Smith); (17) "Literacy on the Internet: The National Institute for Literacy and State Literacy Resource Centers World Wide Web Information Network" (Thomas Eland); and (18) "A Regional Free-Net and Internet Access" (Judy Hallman). A list of Internet addresses mentioned in the text and a glossary are appended. (Contains 109 references.) (BEW)

Responsibility; Library Circulation; *Library Planning; *Library Services; Library Statistics; Needs Assessment; *Public Libraries; User Needs (Information)
IDENTIFIERS- Wisconsin

This manual is provided to help Wisconsin counties that participate in state-funded public library systems fulfill their statutory obligations to provide library service to their residents. It suggests a range of alternatives, provides a broad outline of planning considerations, and describes service environments and possible responses to those settings. Topics include: the benefits of planning and statutory responsibilities; initiating the planning process; assessing countywide library service needs; translating the data into a plan; and getting the plan adopted. Four appendices offer instructions on surveying for nonresident borrowing patterns, a list of county planning organizations and resources, 1993 county level service data, and a library resource inventory form. (DGM/BEW)

ED 389 339   IR 055 730

Obringer, Dave
Pennsylvania Library Association, Membership Survey, 1994.
PUB DATE- 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Group Membership; Librarian Attitudes; *Library Associations; Library Personnel; *Library Surveys; Participant Satisfaction; *Professional Associations; *State Surveys
IDENTIFIERS- American Library Association; Pennsylvania; *Pennsylvania Library Association

This report contains the results of a survey sent to 2,883 librarians throughout Pennsylvania, both members and nonmembers of the Pennsylvania Library Association (PLA). The nonmembers of PLA were members of the American Library Association (ALA), however. The total response rate was 21% (n=620). There were recurring themes in the responses from both groups: the PLA is too oriented toward public libraries and the dues are too high. The PLA members also reported dissatisfaction with the local chapters, a need for continuing professional education, Legislative Day could be improved, the annual conference is the "crown jewel" of the organization, a lack of activity in western Pennsylvania, the Pennsylvania library associations need to be united, appreciation for PLA's avoidance of special interest politics, and the PLA should work for higher member salaries. The survey accomplished three things: (1) the association better understands what the membership thinks; (2) there is a better definition of who makes up the membership; and (3) it defines a target market to expand membership base. Three appendices contain salary charts and membership charts, comments of PLA members, and comments of ALA-not-PLA respondents. (DGM/BEW)

As social problems continue to threaten the fabric of American society, the community has emerged as the single entity capable of meeting these challenges. It is increasingly important, then, that community colleges position themselves for the role of rebuilding communities. The loss of traditional support systems, changes in family structure, loss of educational potential, crime, a declining economy, poverty, and an aging population are critical concerns for rebuilding the community. Strategies which can help position community colleges to effectively rebuild communities include the following: (1) redefine the courses, forms of instruction, and delivery methods that make up the education process, focusing new definitions on workforce training and lifelong learning; (2) reconsider the notion of "customer," placing more attention on groups and entire communities; (3) redefine the institution's role in the community as a focal point in a community network designed to foster cooperation and offer guidance for continuing development; and (4) develop the learning community by bridging the gap between traditional and non-traditional education. Although issues related to funding, the loss of college mission, and lines of authority will have to be solved, the community college campus of the future should be a centralized educational, social, and community institution providing an array of services from the public and private sectors. Contains 36 references. (TGI)

The Perception of Familiar Objects.
PUB DATE- Mar 95
NOTE- 6p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995); see JC 960 009.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Demonstrations (Science); *Group Activities; Higher Education; Psychology; Relevance (Education); Teaching Methods

To demonstrate a technique used in introductory psychology courses to introduce students to the phenomenon of illusions, workshop attendees at the Conference on Undergraduate Teaching of Psychology were asked to estimate the dimensions of a standard classroom garbage can placed on a table in the front of the room. Participants were asked to estimate the height and diameter of the base of the can in inches and write their estimates on index cards. In a group activity, the median of particpants' estimate of the garbage can's height was determined to be 20 inches, while the median estimate of the diameter of the base was 12 inches. The garbage can was then measured to be 14.5 inches tall and 10 inches in diameter at the base. Participants were then informed that in previous groups similar overestimates of height were also obtained, while estimates of base diameter usually came within an inch of the actual diameter. Groups were then formed among participants to identify at least three explanations for the overestimation. The demonstration offers a useful means of showing students the practical reality of the materials they study in psychology and presents students with a simple line of research that they can pursue without a laboratory or budget. (BCY)

conclusions, which emerged in consensus from the symposium: (1) family violence must be publicly acknowledged as a problem; (2) the social and economic costs of family violence are incalculable; (3) family violence is a human development issue; (4) family violence is a human rights issue; (5) a violent society produces violent families; (6) family violence must be addressed by the world community; (7) NGOs have a major role to play--and they are already playing it; (8) the media must eliminate stereotyped images of girls and women and portray them in egalitarian relationships with men; and (9) educational systems need to redesign curricula, texts, sports programmes and other activities to promote gender equality. Several selected recommendations are listed which were proposed at the workshop discussions from the perspectives of research, education/training, services, and international and national legislation. (AP)

NOTE- 16p.; Three 8-panel brochures.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Community Cooperation; Community Involvement; *Cooperative Education; *Cooperative Programs; Educational Improvement; *Family Involvement; *Family School Relationship; Parent Student Relationship; *School Community Relationship
IDENTIFIERS- Family Support

These three brochures are short guides to show how parents, schools, and communities can support family involvement in education and help build a better educational environment. Noting that communities that support schools and families are better places to live, work, and learn, The "Join Together for Kids" brochure provides information on how to build a community partnership for learning, and on what the community can do to support schools and family involvement in education. The "Get Involved!" brochure shows how parents and families can help their children do better in school, by reading together, using TV wisely, establishing a daily family routine with scheduled homework time, talking to your children and teenagers, expressing high expectations for children by enrolling them in challenging courses, keeping in touch with the school, and using community resources. The "Team Up For Kids!" brochure points out that when schools and families team up to help children learn, everyone wins. This brochure also provides information on how schools can support family involvement in education. (AP)

existed in some, but by no means all, assessment areas--different teaching staff assessed different aspects of learning and development; and (4) collaboration with parents is a key part of assessment. Contains 40 references. (JW)

ED 389 432 PS 023 778

Flising, Lisbeth
Some Aspects of the Relations between Parents and Preschool.
PUB DATE- Sep 95
NOTE- 12p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Day Care; Foreign Countries; *Parent Attitudes; Parent Influence; *Parent Participation; Parent Responsibility; *Parent Role; Parent School Relationship; Parent Student Relationship; Partnerships in Education; Preschool Education; Research Methodology; Young Children
IDENTIFIERS- Sweden

This paper discusses parents' perspectives on child care as they affect research approaches. Consideration of the parents' perspectives and socioeconomic positions allows a better assessment of parents' interest in their children's preschool education. Parents fulfill many roles within their families and society at large. These demands lead to organization and prioritization of concerns. Parents differ socially, economically, and culturally. Based on the varying conditions faced by parents, research questions discussed in this report are: (1) what position the parent's interactions with child care take in their life situation; (2) what attitudes and conceptions of child care parents hold, and what information, in what form, they want about child care; (3) what expectations parents have regarding child care; and (4) how active parents wish to be, and what influence they want to have over their children's preschool situation. The area of influence represents an intriguing question, particularly because parents frequently enter into this role when there is some conflict to be resolved, but then recede from it when the conflict has subsided. Four levels of parent cooperation or influence in child care include: (1) participating in decisionmaking; (2) discussing decisions; (3) making proposals; and (4) accepting information. (JW)

Vitanova, Nadejda
Communication of Children with Other People and Social Support =
La communication de l'enfant et l'appui social.
PUB DATE- Sep 95
NOTE- 31p.; Filmed from best available copy. Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- French; English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Foreign Countries; Intergroup Relations; Interpersonal Competence; Personality Development; Preschool Children; Self Concept; *Social Development; Social Environment; Social Experience; Social Life

Using pattern observation, this study examined the relationship between communication in a small group of children and basic parameters of social support (quantity, content, structure, and function of the communication). Researchers observed two separate groups. Subjects were 77 children (54 girls and 23 boys), ages 5-7. Data showed that: (1) when children were engaged in activities, a child's specific position in an activity created conditions for communication skill development; (2) exchange of opinions arose spontaneously out of practical necessity during activities; (3) level of communication effectiveness influenced the emotional satisfaction of the child; (4) status level, number of children, connections between children, and the emotional expansiveness and satisfaction of children within the group all affected a child's self-perception; and (5) social support afforded children opportunities to expand the adaptive nature of their own behavior. Contains 12 references. (JW)

of children. They are, however, unsure whether it also favors the intellectual development of the child. (Author/HTH)

ED 389 473 PS 023 971

Aidman, Amy
Advertising in the Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Advertising; Class Activities; Corporate Support; Educational Policy; Elementary Education; *Elementary School Students; Guidelines; Instructional Materials; *Marketing; Partnerships in Education; *School Business Relationship
IDENTIFIERS- *Advertisements; *Channel One; Consumers; ERIC Digests; Media Literacy

This digest reviews the recent history of advertising to children, spotlights controversial marketing efforts, and examines the nature of commercial messages directed toward children in public schools. Because of the increase in children's spending power in recent decades, advertisers have closely targeted children as consumers. Advertising strategies aimed at children include toy-related programs or program-length commercials, kids' clubs, store displays directed at children, direct mailing to children, and marketer-sponsored school activities. Advertising in schools takes many forms, one of the most controversial of which has been "Channel One," a 12-minute daily news show for students in grades 6 through 12 that includes 2 minutes of age-appropriate ads. Some educators defend the use of commercially produced materials as a way of providing useful supplements to the curriculum or of raising funds and building bridges to businesses. Other educators oppose it, fearing that market values may replace democratic values in schools, pointing to increased pressure on teachers' and administrators' time, and believing that students comprise a captive audience. One report that stresses students as a captive audience divides in-school commercialism into four categories: (1) in-school ads; (2) ads in classroom materials and programs; (3) corporate-sponsored educational materials and programs; and (4) corporate-sponsored contests and incentives programs. Professional organizations in education have supported the development of guidelines for using commercial messages in schools. Several consumer groups have formulated such guidelines, based on an approach that includes reviewing all sponsored materials, pursuing noncommercial partnerships with businesses, and teaching media literacy to elementary school students. However, in light of the controversial nature of the issue, public discussion and workable policies are needed. (BC)

practices relevant to any situation of isolation. Questionnaires were sent to a sample of countries in the Caribbean, Indian Ocean, and South Pacific. Findings are presented in the following areas: (1) policies that make staff feel part of the national network by providing equal opportunities for training and promotion; (2) selection criteria and procedures for teachers, administrators, and other personnel; (3) incentives such as free housing, transportation and hardship allowances for those in remote areas, and living conditions equal to those on the main island; (4) preservice programs providing orientation for those going to outer islands, practice teaching in the outer islands, and tailor-made courses for administrators; (5) inservice programs that support professional development of isolated administrators and provide courses designed for those unable to study full-time; (6) professional support that encourages cooperation, not confrontation (prompt courteous replies to letters and calls, sending supplies on time, visits by central office people to outer islands, equal professional support for all staff wherever they are); and (7) institutional initiatives that provide cooperative services and resource coordination through extension services and distance education programs. Two case studies and a list of questions provide a basis for thinking about the problems of isolation and for developing team effectiveness. Contains 27 references. (TD)

entitled, "Bringing Excellence to Rural and Frontier America: Advocacy for Substance Abuse Services in the 1990s" (Susan L. Becker) suggests what local and state programs can do to help overcome the barriers that interfere with gaining support from policymakers. The first- and second-place award papers are respectively entitled "Adult and Adolescent Community Correctional Services Program" (William S. Tanner) and "The Upper Peninsula Teen Leadership Program: Marquette-Alger Intermediate School District" (Dee Lindenberger). Third-place award papers include: (1) "You Can't Get There from Here: The Choice/Skyward Experience" (Rachel Cyr Henderson, Susan F. Long); (2) "School Teacher's Role in a School-Community Alcohol Intervention Program" (Ian M. Newman and others); (3) "Challenges in Rurally Based Alcohol and Drug Abuse Treatment Services" (James A. Armstrong); (4) "Issues in Providing Alcohol and Drug Abuse Services in Rural/Frontier Counties of California" (Kenneth R. Fleming); (5) "Building Community-Based Abuse Prevention Coalitions" (Jim Meek); (6) "Cultural Diversity As a Positive Force in the Treatment of Native American Alcohol and Other Drug Abuse" (Anne Muldoon); (7) "Transitional Recovery" (Larry R. Seybold); and (8) "Project TEA: Iowa State Penitentiary Substance Abuse Program" (Robert E. Schneider and others). (LP) and meaningful for students. Specifically, the study aimed at: developing instructional materials for linking the notion of vectors, especially composition of vectors and resolution of a vector, with the real Physics world; planning appropriate demonstrations in conjunction with the Prediction-Demonstration-Explanation (PDE) teaching method to highlight the meaningful applications of the notion of vectors in daily phenomena as well as to make the learning of vector concepts and rules more interesting for students; and exploring the effectiveness of the use of the PDE method in helping students grasp the notion of vectors. The sample consisted of 94 junior college students divided into an experimental and a control group who took pre- and post-tests. The results indicate that students in the experimental group, who were taught by the Prediction-Demonstration-Explanation method, showed a better improvement in performance on the tests than students in the control group. (JRH)

ED 389 529 SE 056 855

Schriver, Martha L.; And Others
A Case Study of a Science and Mathematics Day Camp as Experienced by Seven Girls from Rural Georgia.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Females; *Mathematics Education; Questionnaires; Role Models; Rural Youth; Science Activities; *Science Education; Scientists; *Sex Differences; *Student Attitudes; *Summer Science Programs

The focus of this study was a science and mathematics day camp for Girl Scouts in a rural Georgia county, the goal of which was to help girls "discover" themselves as competent participants in science and mathematics. During the camp, Brownie Junior and Cadet Girl Scouts from Bulloch County interacted with women faculty on the campus of Georgia Southern University to learn about science. Seven girls from one Brownie troop participated in the study. Data collection instruments included Draw a Scientist test, questionnaires, and journals. This study provided some insight into the types of experiences the girls had at the science and math day camp. For the short term, the camp made a positive impression on the attitudes of the girls toward science, their feelings of competency, and their images of what a scientist is and does. (JRH)

information about the NAEP extended questions and linked to important ideas in mathematics education and cognitive psychology. A set of student responses (n=25) to an extended constructed-response question from the grade-4 assessment was analyzed qualitatively according to appropriate framework dimensions. The findings suggest that the student responses could be analyzed qualitatively, but further investigation is needed to verify the adequacy of the framework. Contains 12 references. (Author/MKR)

ED 389 552 SE 057 195

Connell, Michael L.
A Constructivist Use of Technology in Pre-Algebra.
PUB DATE- Oct 95
NOTE- 7p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Authoring Aids (Programming); *Concept Formation; *Educational Technology; Grade 7; Junior High Schools; Junior High School Students; *Mathematics Instruction; *Problem Solving
IDENTIFIERS- *Pre Algebra; *Variables (Mathematics)

This paper presents two examples in which technology, in this case a fairly sophisticated authoring system--ToolBook, was used as a tool to construct student understandings in mathematics. In doing so, students were able: (1) to successfully identify the variables (unknowns) and the information given (data) in the problem; and (2) to create meaningful links between the data and givens which enable successful problem solution. Examples are from work in a seventh grade pre-algebra class of below-average-ability students in a middle class urban setting and are from a single classroom. (Author/MKR)

involves the use of some kind of representation of the problem, the search for connections with other ideas, flexibility in approaching the solutions, and confidence in the results. These ingredients become essential in evaluating the quality of students' work. (Author/MKR)

ED 389 576 SE 057 219

Cramer, Kathleen; Post, Thomas
Facilitating Children's Development of Rational Number Knowledge.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Concept Formation; *Elementary School Students; *Fractions; Grade 4; Grade 5; Intermediate Grades; *Mathematics Instruction; *Mathematics Materials; Mathematics Teachers

At issue in this study was the extent to which large numbers of classroom teachers were able to implement research-based materials with a minimum of inservice education. Also at issue was whether students of these teachers were able to develop the rich mental images for fractions similar to the ones students from previous Rational Number Project (RNP) studies developed in smaller experimental settings. An analysis of student interviews (n=20) in fourth grade in a suburban school district south of St. Paul and Minneapolis, Minnesota demonstrated that RNP students did in fact develop rich mental images for fractions similar to students in previous studies. As expected, the nature of RNP students' thinking about rational numbers was far richer and indicated a more conceptually oriented framework than that of students who used textbook curriculum. (Author/MKR) beliefs. Although results from this comparison suggest that the change profiles of these two groups are different, at the end of their student teaching experience these two groups were not significantly different in their teaching practices and in their reported beliefs. (Author)

ED 389 601   SE 057 245

Edwards, Thomas G.
Cooperative Learning in Response to an Innovative Curriculum as a Manifestation of Change in Teaching Practice.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, OH, October 21-24, 1995). For entire conference proceedings, see SE 057 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Elementary School Mathematics; *Instructional Materials; Junior High Schools; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Middle Schools; Secondary School Teachers; Teaching Methods
IDENTIFIERS- Reform Efforts; *Teacher Change

This paper traces the development of cooperative learning strategies in the practices of two middle school mathematics teachers who implemented an innovative mathematics curriculum with their 7th and 8th grade students. The evidence suggests that these teachers increased their use of cooperative learning strategies, and this increase was related to the nature of the curriculum materials, as well as to their views of the nature of mathematics and its teaching and learning. Moreover, both teachers appeared to share a similar view of the social context of the classroom. Contains 18 references. (Author)

Models; Mathematics Education; Rural Schools; *Rural Youth
IDENTIFIERS- *Representations (Mathematics)

This preliminary study examined the meanings, models, and strategies of rural students in grades 3-8 for solving simple, whole number division problems. Findings suggested that students have multiple meanings for division words such as "share" and "fair share." Cultural factors and diversity in the classroom may be associated with these multiple word meanings. Students in this study worked from three division models: partitive, quotative, and splitting. The majority of students selected the partitive model as their model of choice. Younger students selected the quotative model more than older students. Among four strategies, older students used division facts more often than younger students. Younger students depended on addition/subtraction strategies more than older students. A number of students at every grade level used multiple strategies. (Author)

ED 389 626 SE 057 274

Gates, James D.
Celebrating Our Heritage.
PUB DATE- 6 Apr 95
NOTE- 10p.; Keynote address presented at the Annual Meeting of the National Council of Teachers of Mathematics (73rd, Boston, MA, April 6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Elementary Secondary Education; *Mathematics Education; Mathematics Teachers; *Professional Associations
IDENTIFIERS- *National Council of Teachers of Mathematics

The paper presents a brief history, from the 1920s to the present, of the National Council of Teachers of Mathematics (NCTM) on its 75th anniversary. Major points include: (1) significant progress has been made in the content, methods, and accessibility of mathematics classes over the past 75 years; (2) NCTM has shown strong leadership in responding to concerns about the school mathematics curriculum; (3) the NCTM Standards are not the end of the reform effort, but the beginning; and (4) NCTM needs to do a better job of interpreting the Standards for the public at large. (MKR)

1100 BC, and the Navaho and Apache arrived around 1500 AD. The purpose of the unit is to present the chronology of the prehistoric Indian in Utah, develop an appreciation of the rich cultural background of the state, and encourage efforts to protect Indian sites. A listing of archaeological sites in the state is included, along with activities to supplement the text. (EH)

ED 389 648 SO 025 514

Cruz, Barbara C.
Stereotypes of Latin Americans Perpetuated in Secondary School History Textbooks.
PUB DATE- Jan 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *History Instruction; *Latin Americans; Media Research; *Multicultural Education; Secondary Education; *Secondary School Curriculum; Social Studies; *Textbook Bias; *Textbook Content; Textbook Evaluation; Textbook Research; Textbooks

This study reviewed six history textbooks widely used in grades 7-12 across the U.S. Using a story-line analysis, the findings of this study suggest: (1) textbooks reinforce negative stereotypes of Latin Americans as lazy, passive, irresponsible, and, somewhat paradoxically, lustful, animalistic and violent; (2) the method of description employed was the use of subtle or not-so-subtle adjectives, adverbs and parenthetical comments of derision; and (3) when Latin America and Latin Americans are included in the text, the usual role is through conflict, either the Mexican-American War or the Spanish-American War. The study contends that textbooks can be a useful resource but that a balance of presentation must be maintained. Contains 21 references and a list of 9 textbooks reviewed. (EH)

Barnes, Louis B.; And Others
Teaching and the Case Method. Text, Cases, and Readings. Third Edition.
PUB DATE- 94
NOTE- 333p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration Education; *College Faculty; *Discussion (Teaching Technique); *Educational Methods; Educational Philosophy; Faculty Development; Higher Education; Models; Teacher Role; Teacher Workshops; Teaching Skills
IDENTIFIERS- *Case Method (Teaching Technique); Harvard University MA

This volume includes text, cases, and readings for a college faculty seminar to develop the knowledge, skills, and attitudes necessary for utilization of the case method approach to instruction. It builds on a long-term clinical research effort on the dynamics of the case method of teaching and application at Harvard Business School. In addition it incorporates suggestions gleaned from experimentation with course concepts and materials which cover the size and composition of participant groups, multiple seminar time lengths (varying from intensive 2- or 3-day models to semester-long versions), the impact of the architectural design of the seminar room, and the administrative protocols employed on patterns of student contribution. Part 1 contains five essays arranged to flow from the philosophic underpinnings of a discussion pedagogy to pragmatic modes. Part 2 presents materials for a case-discussion teaching seminar that covers the roles, responsibilities and skills of the discussion leader, teaching and learning contracts, key skill requirements (questioning, listening, and responding), guidance versus control, operational challenges and opportunities, and ethical dilemmas. Part 3 offers graduates of that seminar a number of next-step suggestions for their consideration that include how to write cases for teaching seminars, using videotape replays, managing discussion in a lecture course, and two reflective readings. (JB)

systems, and the importance of aid agency projects. The fourth paper, "Initial Teacher Training in Pakistan" (Haroona Jatoi), explores preservice and inservice teacher training in Pakistan. (Individual papers contains references.) (ND)

ED 389 688 SP 036 332

Bajah, S. T.
Shortage of Science and Mathematics Teachers: A Nigerian Case Study. Science, Technology and Mathematics Education.
PUB DATE- 93
NOTE- 72p.; For related reports on Quality in Basic Education, see SP 036 329-334.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Curriculum Development; Developing Nations; Educational Policy; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; Mathematics Curriculum; *Mathematics Teachers; Preservice Teacher Education; Science Curriculum; *Science Teachers; Standards; *Teacher Education Programs; Teacher Effectiveness; Teacher Improvement; *Teacher Shortage; Teacher Workshops
IDENTIFIERS- *Nigeria

This report is a case study of the shortage of science and mathematics teachers in Nigeria. The paper begins with a discussion of the Nigerian educational system, including the place of science and mathematics in the school system, and the shortage of science and mathematics teachers. Programs undertaken to increase the number of science and mathematics teachers and the program outcomes are described. These include: a regional crash program for training Junior Science Masters; establishment of a national Emergency Science School to prepare sixth form students for university education; the Universal Primary Education (UPE) program, UPE teaching training institutions; Sandwich Associateship Programmes in University Institutes of Education; creation of special science schools in the states; introduction of remedial science programs at some universities; the "Winning More Students for Science" Program at Lagos State University; and several inservice training programs throughout the country. Also described are activities and products of a May, 1992, Regional Workshop in Science, Technology and Mathematics Education in Nigeria organized by the Commonwealth Secretariat. Statistical graphs are included in appendices. (Contains 10 references.) (ND)

Studies; Teaching Methods; *Teaching Models; *Team Teaching
IDENTIFIERS- Shenandoah Valley; Virginia

Increased interest in interdisciplinary instruction in secondary schools has led to the development of different models. At one school in the Shenandoah Valley (Virginia) three designs evolved when teams of teachers took on nontraditional, integrated instruction as a goal. In general, integrated curriculum designs in secondary schools match one of six models: discipline-based (traditional), parallel disciplines, multidisciplinary, transdisciplinary, interdisciplinary, and integrated-day. At this high school, grade-9 teachers of English, science, and social studies were teamed in three groups of three. Each team was responsible for 60 to 75 students and had a 150-minute class period for team teaching. Team members had common planning time and eventually a large office space for planning work. The teams' approaches evolved over time, and eventually one team used a parallel style of integration, another used an interdisciplinary design, and a third used a transdisciplinary design. All three teams collected data and information on effectiveness. At the end of the year, teachers reported that they had learned about their colleagues's subjects, appreciated the long class time and its opportunities, and saw value in the holistic approach. Some had reservations about how much actual knowledge of the subjects or disciplines students had gained, even though they believed the students had gained leadership skills and developed socially. (JB)

ED 389 707 SP 036 382

Posner, Marc
Nowhere to Run: HIV Prevention for Runaway and Homeless Youth.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Jun 93
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; Case Studies; Crisis Intervention; Drug Abuse; *Homeless People; Prevention; Program Descriptions; Program Effectiveness; Program Implementation; *Runaways; Secondary Education; *Urban Programs; *Youth; Youth Agencies; Youth Problems; *Youth Programs
IDENTIFIERS- Childrens Hospital of Los Angeles CA; Colorado (Denver); Huckleberry House OH; Minnesota (Minneapolis); Streetwork

This volume is a guide to providing effective Human Immunodeficiency Virus (HIV) and substance abuse prevention services to runaway and homeless youth. The guide is based on current research and the best programs in this field. Chapters 1 and 2 summarize what is known about runaway and homeless youth, the services these youth require if they are to reduce their risk behaviors, and the challenges of integrating HIV prevention activities into existing programs. Chapter 3 on program planning covers: developing goals and policies for programs, assessing needs, designing prevention activities, distributing condoms, educating staff and volunteers, evaluating prevention activities, and implementing HIV antibody testing. Chapters 4 through 6 use a case study approach to describe three types of programs: (1) those that serve the "street youth" of larger cities (Los Angeles Youth Network, Urban Peak in Denver, Colorado, and Streetwork Project in New York, New York); (2) short-term crisis intervention services (The Bridge for Runaway Youth in Minneapolis, Minnesota, and Huckleberry House in Columbus, Ohio); and (3) a system of comprehensive care for runaway and homeless youth coordinated by the Division of Adolescent Medicine of the Childrens Hospital of Los Angeles. The guide includes a bibliography and list of resources. (Contains 214 references.) (JB)

ED 389 708 SP 036 385

Bowen, Larry S., Ed.
The Wizards of Odds: Leadership Journeys of Education Deans.
PUB DATE- 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Administrator Attitudes; Administrator Effectiveness; *College Administration; *Deans; Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; *Leadership; Personal Narratives; *Schools of Education; Teacher Education
IDENTIFIERS- *Reform Efforts; University of Arizona; University of East Anglia (England); University of Missouri Kansas City

ED 389 728 TM 024 279

Kaufman, Alan S.; And Others
WISC-III Short Forms: Psychometric Properties vs. Clinical Relevance vs. Practical Utility.
PUB DATE- 11 Nov 94
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994.)
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; *Children; *Clinical Diagnosis; Intelligence Quotient; *Intelligence Tests; *Psychometrics; *Test Format; Test Reliability; Test Use; Test Validity; Verbal Tests
IDENTIFIERS- Performance Based Evaluation; Standardization; *Wechsler Intelligence Scale for Children III

The reliability and validity of three short forms of the Wechsler Intelligence Scale for Children III (WISC-III) were compared. Each of the short forms was a tetrad composed of two verbal and two performance subtests. The first tetrad was selected based primarily on practical considerations, particularly its brevity to administer and score. The second tetrad was selected on the basis of psychometric and clinical considerations, and the third reflected a blend of psychometric, clinical, and practical factors. WISC-III standardization data (100 males and 100 females at each year of age between 6 and 16) were used to select the short forms, to determine their psychometric properties, and to develop formulas for computing a child's estimated full-scale IQ. All three short forms had acceptable average reliability coefficients above 0.90, but the validity of the brief, practical form was too low to represent a good alternative to either of the other two tetrads. Overall, the short form that represented a compromise between psychometric, clinical, and practical variables seemed to be the best choice. (Contains 4 tables and 27 references.) (Author/SLD)

ED 389 729 TM 024 285

Johnson, Colleen Cook; Rakow, Ernest A.
Effects of Violations of Data Set Assumptions When Using the Analysis of Variance and Covariance with Unequal Group Sizes.
PUB DATE- 11 Nov 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994). Tables contain small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Analysis of Variance; *Educational Research; Monte Carlo Methods; Research Methodology; *Robustness (Statistics); *Simulation; *Statistical Significance
IDENTIFIERS- *Group Size; Heterogeneity of Variance; Kurtosis; Skew Curves; Type I Errors; *Violation of Assumptions

This research explored the degree to which group sizes can differ before the robustness of analysis of variance (ANOVA) and analysis of covariance (ANCOVA) are jeopardized. Monte Carlo methodology was used, allowing for the experimental investigation of potential threats to robustness under

ED 389 749 TM 024 382

van der Linden, Wim J.; Zwarts, Michel A.
Robustness of Judgments in Evaluation Research. Research Report 94-10.
PUB DATE- Nov 94
NOTE- 39p.; Paper presented at a Vereniging voor Onderwijsresearch Symposium (Arnhem, Netherlands, March 23, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Case Studies; Criteria; *Decision Making; Difficulty Level; Elementary Secondary Education; Evaluation Methods; *Evaluation Research; Foreign Countries; Program Evaluation; *Research Problems; *Robustness (Statistics); Scaling; *Test Items
IDENTIFIERS- *Missing Data; Netherlands

It is argued that judgments in evaluative research are ultimately subjective, but that good criteria are available to assess their quality. One of these criteria is the robustness of the judgments against incompleteness or uncertainty in the data used to describe the educational system. The use of the robustness criterion is demonstrated through the case of a recent evaluation project in which the state of elementary education in The Netherlands was evaluated. To test robustness, four different procedures were simulated for item removal: (1) scaling; (2) removal of easy items; (3) removal of difficult items; and (4) removal of extreme items. The robustness study demonstrated that the qualifications used in the evaluation project were quite stable under the removal of items from the pool by these four methods. Nearly all the qualifications met the rigorous criterion of robustness. An appendix discusses the independence of the mean observed score of covariation between abilities. (Contains 3 tables, 8 figures, and 17 references.) (Author/SLD)

ED 389 750 TM 024 383

Akkermans, Wies M. W.
Monte Carlo Estimation of the Conditional Rasch Model. Research Report 94-09.
SPONS. AGENCY- Netherlands Organization for Scientific Research.
PUB DATE- Nov 94
NOTE- 41p.; Additional grant funds received from the Dr. Catharina van Tussenbroek funds.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Estimation (Mathematics); Foreign Countries; *Markov Processes; *Maximum Likelihood Statistics; *Monte Carlo Methods; *Statistical Distributions
IDENTIFIERS- *Conditionals; Item Parameters; Person Parameters; *Rasch Model

In order to obtain conditional maximum likelihood estimates, the so-called conditioning estimates have to be calculated. In this paper a method is examined that does not calculate these constants exactly, but approximates them using Monte Carlo Markov Chains. As an example, the method is applied to the conditional estimation of both item and person parameters in the Rasch model. The key idea for this approach was developed by C. J. Geyer and E. A. Thompson (1992), who showed that, in

ED 389 772 UD 030 691

Wheelock, Anne
Standards-Based Reform: What Does It Mean for the Middle Grades?
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Sep 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Course Content; Curriculum Development; Educational Assessment; *Educational Change; *Expectation; Intermediate Grades; Junior High Schools; *Middle Schools; Performance; *Standards; Urban Schools
IDENTIFIERS- Goals 2000; Middle School Students; *Opportunity to Learn; Reform Efforts

This paper describes the status of the standards movement in relation to the middle grades and in terms of the policy context of the 1990s. It also outlines the potential of standards-guided reform at the middle level. By the early years of the 1990s, two key assumptions characterized the new wave of proposed reforms: that schools needed to reinforce their academic purposes through standards for curriculum and that these standards needed to apply to the learning of all students. The Goals 2000 Act provided a national context for reform and the application of educational standards. The standards movement today rests on content, performance, and opportunity-to-learn standards. In the middle grades these standards must be brought to bear in the various subject areas of mathematics, literacy, science, and social studies. The common thread that links emerging standards for the middle grades is the thread of learning and teaching for understanding. The status of national achievement and the academic experiences of middle school students make a clear starting point for thinking about the potential of standards for the middle grades. Standards-based reform can formalize high academic expectations for all students and set criteria for more challenging classrooms, more challenging learning, and more authentic assessment. (Contains 47 references.) (SLD)

ED 389 773 UD 030 692

Collins, Bill
Staff Development for Multicultural Education in Mathematics.
PUB DATE- 19 Aug 92
NOTE- 7p.; Paper presented at the International Congress on Mathematics Education (7th, Quebec, Quebec, Canada, August 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Elementary Secondary Education; Ethnic Groups; *Inservice Teacher Education; Mathematics Achievement; *Mathematics Education; *Minority Groups; *Multicultural Education; Preservice Teacher Education; Problem Solving; Professional Development; *Staff Development

A fertile area for the improvement of mathematics achievement in the United States is in staff development for multicultural education. Multicultural mathematics is best defined by what it is not; it is not ethnomathematics, nor simply Afrocentrism or Eurocentrism. Multicultural mathematics furthers the multicultural goals of the school system because it shows

ED 389 793 UD 030 712

Marvis, Barbara J.
Contemporary American Success Stories. Famous People of Asian Ancestry. Volume II. A Mitchell Lane Multicultural Biography Series.
PUB DATE- 94
NOTE- 96p.; For volumes I-V in this series, see UD 030 711-715 respectively.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Americans; *Biographies; Childrens Literature; Cultural Background; *Cultural Differences; Elementary Education; Ethnic Groups; *High Achievement; *Life Events; Minority Groups; Profiles; Racial Discrimination; *Role Models

As part of a five-volume series this volume presents biographical sketches of persons of Asian American heritage who have made contributions to American life. Asian Americans have often been subjected to racial and ethnic prejudice as have other easily identifiable groups of Americans. The series, written at a reading level of grades 5 to 6, but with an interest level for older students as well, profiles several Asian Americans and demonstrates their valuable places in American life. Volume II includes biographies of: (1) Dalip Singh Saund, Indian American congressman; (2) Patsy Takemoto Mink, Japanese American congresswoman; (3) Daniel Ken Inouye, Japanese American senator; (4) Yoshiko Uchida, Japanese American children's author; and (5) Haing Ngor, Cambodian American doctor, author, and actor. A glossary is provided. (SLD)

ED 389 794 UD 030 713

Marvis, Barbara J.
Contemporary American Success Stories. Famous People of Asian Ancestry. Volume III. A Mitchell Lane Multicultural Biography Series.
PUB DATE- 94
NOTE- 96p.; For volumes I-V in this series, see UD 030 711-715 respectively.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Americans; *Biographies; Childrens Literature; Cultural Background; *Cultural Differences; Ethnic Groups; *High Achievement; Intermediate Grades; *Life Events; Minority Groups; Profiles; Racial Discrimination; *Role Models

As part of a five-volume series written at a reading level for grades five to six and as a tribute to the contributions Asian Americans have made to the United States, this volume presents biographical sketches of Asian Americans who can serve as role models for today's youth. The profiles in the series show the triumph of the human spirit. Volume III profiles: (1) Samuel I. Hayakawa, Japanese American semanticist, educator, and senator; (2) Vivian Kim, Korean American founder of the National Association of Professional Asian Women; (3) Isamu Noguchi, Japanese American sculptor; (4) Ida Chen, Chinese American judge; and (5) Michael Chang, Chinese American professional tennis player. A glossary provides additional information. (SLD)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Definitions; *Delinquency; Illegal Drug Use; *Juvenile Gangs; *Peer Groups; *Prevention; Social Change; Social Problems; Urban Problems; *Urban Youth; *Violence; Youth Clubs

What is known about gangs is reviewed and the information is brought up to date. The book covers reported changes in the structure and crime patterns of gangs, their age, ethnic, and gender characteristics, and their spread into almost all corners of the United States. The early chapters consider four issues that are major concerns in understanding the gang problem. The first is the issue of defining the gang. Street gangs are considered as qualitatively different from other forms of gangs. The second issue involves recent changes in gangs, presenting new data on violence and the spread of gangs. The third issue is the involvement of street gangs in drug distribution, and the fourth issue is ways of handling the gang problem. It is argued that most gang prevention and suppression programs have been either ineffectual or actually have made matters worse. Social conditions mean that gangs are here to stay for the immediate future at least, and that the problem is growing internationally. Only long-term solutions to social problems will reduce gang formation. (Contains 5 tables and 16 figures.) (SLD)

ED 389 816 UD 030 735

Schwartz, Wendy
Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; Ancillary School Services; Criteria; Curriculum; Disadvantaged Youth; Educational Change; *Educational Environment; Elementary Secondary Education; *Equal Education; *Evaluation Methods; Financial Support; Minority Groups; Resource Allocation; *Standards; Time Factors (Learning); *Urban Education
IDENTIFIERS- ERIC Digests; Hawkins Stafford Act 1988; *Opportunity to Learn

The concept of "opportunity to learn" (OTL) strategies was first introduced several decades ago and was defined by a narrow set of instructional components. Since then, many additional criteria have been incorporated into the OTL concept, some specifically to ensure an equal education for disadvantaged and minority students. The original purpose of OTL measures was simply to describe aspects of the education process. Since then, they have been used to indicate overall educational quality and the availability and use of educational resources. The Hawkins-Stafford Education Amendments of 1988 mandated the development of OTL indicators to measure the effectiveness of federally-funded educational programs. Evaluating a school's OTL can provide information about whether the school has adequate resources, uses them effectively, and provides equal educational access. Although school reform programs vary in their commitment to OTL standards, OTL strategies can be implemented fairly easily in the following areas: (1) access to

This monograph contains reflections by current and former deans of schools of education on their experiences in providing leadership for change, their attempts at reform, their perceived successes and failures, and the lessons they learned. It opens with a preface by Larry S. Bowen describing the conference that led to the monograph, the challenges of reform in the 1980s and 1990s, and the nature of leadership. "From Camelot to Chechnya: The Journey of an Education Dean" (Gary D. Fenstermacher) describes a dean's difficult tenure at the University of Arizona's College of Education from 1985 to 1991. "We're Not in Kansas Anymore: Transforming Conditions & Relationships in an Urban School of Education" (Eugene E. Eubanks) describes Eubanks' work at the University of Missouri-Kansas City during the 1980s. "Storming the Tower of Babel: A British Experience in Ed School Reform" (Hugh Sockett) describes Sockett's experience at the University of East Anglia in Norwich, England, while he was trying to established a new school of education from the merger of several smaller institutions. "What Deans Do: A Reflection on Reflections" (Nancy L. Zimpher) analyzes the three previous pieces. In "The Dean, or the Tiger? An Epilogue" Richard Wisniewski looks toward the future in teacher education. (JB)

ED 389 709 TM 023 836

Myers, David; And Others
Students' School Transition Patterns between 8th and 10th Grades, Based on NELS:88. National Education Longitudinal Study of 1988.
PUB DATE- Apr 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Change; Family Characteristics; *Followup Studies; Grade 8; Grade 10; High Schools; *High School Students; Junior High Schools; Junior High School Students; National Surveys; Private Schools; Public Schools; *School Choice; Socioeconomic Status; *Student Characteristics
IDENTIFIERS- *National Education Longitudinal Study 1988; *Transition Time

This study is based on the National Education Longitudinal Survey of 1988 (NELS:88) sponsored by the National Center for Education Statistics. NELS:88 is a nationally representative sample of approximately 25,000 eighth graders who were enrolled in public or private school in 1988. About 21,000 students were resurveyed in 1990, a second follow-up was completed in 1992, a third follow-up was completed in 1994, and one more additional follow-up interview is planned for 1998. NELS:88 provides a wealth of information on students as they progress through the school system, including information collected from their parents, teachers, and school principals. This study examined the characteristics of students who switched between school sectors (public to private, or private to public) as they moved from 8th to 10th grade. Variables were examined in the following categories: (1) student and family background; (2) parent involvement; (3) academic achievement and educational expectations; (4) characteristics of the student's school; and (5) parental satisfaction with the school. Families of high socioeconomic status were more likely to shift to private schools, as were Catholic students. Females were more likely to shift to public school than were males, but there was no significant association between student race and ethnic background and the likelihood of shifting between school conditions common to researchers in education. The effects of unequal group sizes were explored under the following data set conditions: (1) heterogeneity of group variances; (2) skew; (3) kurtosis; and (4) in ANCOVA, heterogeneity of regression slopes. Two independent sets of simulations were conducted, one using a total group of 90 and the other a total of 60. Experimentation was limited to simulations using three groups, with the total number divided in a systematic fashion. Results of these studies produced results consistent with previous research. In the analyses having homogeneity of group variances, the only simulations that emerged as statistically significant from the theoretical F test were those that had a large degree of difference in group numbers and unequal regression slopes. No significant differences emerged in simulations with near equal numbers. Tables in this paper document the simulation results, but also offer the research practitioner some idea of the true risk of Type I error in such situations. (Contains 7 tables and 24 references.) (SLD)

ED 389 730 TM 024 303

Gardner, Daniel
Alpha 1994-95 Program Evaluation Report.
SPONS. AGENCY- Broward County Schools, Fort Lauderdale, Fla.
PUB DATE- Aug 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Counseling; Delinquency; *Dropout Prevention; Drug Abuse; Elementary School Students; Grade 5; Grade 6; *High Risk Students; *Intermediate Grades; *Middle Schools; Parent Participation; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Broward County Public Schools FL; Middle School Students

The Alpha Program for the 1994-95 school year was operated for at-risk students by the School Board of Broward County (Florida) at two middle schools and one elementary school under the provisions of a grant from the Florida Department of Health and Rehabilitative Services. Services included academic instruction, parent involvement, group counseling, and individual counseling intended to prevent future dysfunctions such as alcohol and drug abuse, school dropout, and delinquency. A total of 103 fifth- and sixth-grade students identified as "at-risk" academically or behaviorally were served by a full-time family counselor, teacher, and teacher aide at each school. Evaluation found that the program was being operated at each of the sites in a way consistent with the 12 performance objectives and the program's stated purposes. Recommendations for program continuation and improvement are offered. Appendix 1 describes program components, list student risk factors, list the program performance objectives, and contains 10 graphic data exhibits. (Contains seven tables and six exhibits.) (Author/SLD)

ED 389 731 TM 024 304

Gambro, John S.
Alternative Assessment in Educational Psychology: A Case Analysis. Draft.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American

the exponential family, a quantity that is proportional to the conditioning constant can be expressed as an expectation with respect to a certain distribution. Simulating from this distribution, an estimate of the proportional quantity can be obtained as the observed sample mean. Inserting this estimate into the conditional likelihood then allows one to maximize the approximate likelihood, as the proportionality constant does not depend on the parameters to be estimated. (Contains 5 tables, 1 figure, and 11 references.) (Author/SLD)

ED 389 751 TM 024 384

Meijer, Rob R.; Sijtsma, Klaas
Detection of Aberrant Item Score Patterns: A Review of Recent Developments. Research Report 94-8.
PUB DATE- Nov 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *Identification; *Item Response Theory; *Nonparametric Statistics; Norms; *Scores; *Test Items
IDENTIFIERS- *Aberrance; Item Score Patterns; *Person Fit Measures

Methods for detecting item score patterns that are unlikely (aberrant) given that a parametric item response theory (IRT) model gives an adequate description of the data or given the responses of the other persons in the group are discussed. The emphasis here is on the latter group of statistics. These statistics can be applied when a nonparametric model is used to fit the data or when the data are described in the absence of an IRT model. After discussion of the literature on person-fit methods, the use of person-fit statistics in empirical data analysis is briefly discussed. In some situations, the analysis of item score patterns might reveal more information about examinees than the analysis of test scores. Finding an aberrant pattern does not explain the reason for the aberrance. A full person-fit analysis requires additional research into the motives, strategies, and backgrounds of the examinees who deviate from the statistical norm set by the model or group. (Contains 47 references.) (Author/SLD)

ED 389 752 TM 024 385

van der Linden, Wim J.; Luecht, Richard M.
An Optimization Model for Test Assembly To Match Observed-Score Distributions. Research Report 94-7.
PUB DATE- Nov 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; Foreign Countries; Heuristics; *Item Response Theory; Linear Programming; Mathematics Tests; Models; Observation; *Scores; *Statistical Distributions; *Test Construction
IDENTIFIERS- ACT Assessment; *Optimization

An optimization model is presented that allows test assemblers to control the shape of the observed-score distribution on a test for a population with a known ability distribution. An obvious application is for item response theory-based test assembly in programs where observed scores are reported and operational test forms are required to produce the same observed-score distributions as long as the population of examinees remains stable. The model belongs to the class of 0-1 linear minority students that all social groups have contributed to the body of knowledge they learn in mathematics class. Preservice education for teachers is the best opportunity to introduce a multicultural perspective on mathematics. Multicultural mathematics education should be taught in inservice programs as well. Regardless of the depth of instruction necessary to acquaint teachers with multicultural mathematics, the important ingredient is a commitment to inclusion. Problem solving in mathematics provides an opportunity to pose problems from many cultures that highlight many social groups. National standards efforts do not always address multicultural approaches directly, but they do encourage the inclusion of all cultures. Inservice education offerings must also be locally relevant, with emphasis on the cultural groups served. (SLD)

ED 389 774 UD 030 693

Cauley, Kathleen M.; And Others
The NCTM "Standards": Implementation.
PUB DATE- Nov 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Mathematics; *Mathematics Curriculum; Principals; Problem Solving; *Program Implementation; Rural Schools; *Standards; Suburban Schools; Surveys; *Teachers; Test Construction; Urban Schools
IDENTIFIERS- Benchmarking; Focus Groups Approach; National Council of Teachers of Mathematics; *NCTM Curriculum and Evaluation Standards; *Virginia (Richmond)

In 1989 the National Council of Teachers of Mathematics published the "Curriculum and Evaluation Standards for School Mathematics" (Standards). This document provides benchmark statements about specific aspects of the curriculum and about evaluation against which school divisions can judge their own specific curricula. In the fall of 1992 the Metropolitan Educational Research Consortium of the Richmond (Virginia) area undertook a study to determine the extent to which local schools were implementing the Standards. This report summarizes findings from a survey of 1,892 teachers, a survey of 108 principals, and focus group interviews with 24 selected teachers. Overall, data suggest that there is uneven implementation of the Standards and that the changes made by some teachers are by no means universal. The driving force in the classroom remains the textbook, and problem solving has not become a central focus. The area of assessment is perhaps least reflective of the Standards. It is recommended that considerable work needs to be done to implement the Standards. Meeting them requires the development of policies that clearly delineate the curriculum to be offered and provide resources to support teacher training and technology. (SLD)

ED 389 775 UD 030 694

Seyfarth, John T.
Performance-Based Assessment: Lessons Learned from Leading School Districts.
PUB DATE- May 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

ED 389 795 UD 030 714

Marvis, Barbara J.
Contemporary American Success Stories. Famous People of Asian Ancestry. Volume IV. A Mitchell Lane Multicultural Biography Series.
PUB DATE- 95
NOTE- 96p.; For volumes I-V in this series, see UD 030 711-715 respectively.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Americans; *Biographies; Childrens Literature; Cultural Background; *Cultural Differences; Elementary Education; Ethnic Groups; *High Achievement; *Life Events; Minority Groups; Profiles; Racial Discrimination; *Role Models

This collection of biographical sketches presents role models of Asian American descent for American children. As part of the five-volume series written at a reading level for grades five to six, the success stories of the individuals profiled in this volume, and who have encountered racial prejudice and discrimination, remind all of the unique contributions that Asian Americans have made to the United States. Volume IV includes sketches of: (1) Martin Yan, Chinese American chef and television personality; (2) Mine Okubo, Japanese American artist; (3) Rocky Aoki, Japanese American founder of the Benihana restaurant chain; (4) Amy Tan, Chinese American novelist; and (5) Dustin Nguyen, Vietnamese American actor. A glossary provides definitions to supplement the biographies. (SLD)

ED 389 796 UD 030 715

Marvis, Barbara J.
Contemporary American Success Stories. Famous People of Asian Ancestry. Volume V. A Mitchell Lane Multicultural Biography Series.
PUB DATE- 95
NOTE- 96p.; For volumes I-IV in this series, see UD 030 711-714 respectively.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Americans; *Biographies; Childrens Literature; Cultural Background; *Cultural Differences; Ethnic Groups; *High Achievement; Intermediate Grades; *Life Events; Minority Groups; Profiles; Racial Discrimination; *Role Models
IDENTIFIERS- Chen (Joan); Hongo (Florence); Kingston (Maxine Hong); Lee (Sammy); Pei (I M)

As part of a five-volume series, this collection of biographical sketches of Asian Americans who have made contributions to life in the United States profiles individuals who are role models for all children. Written at a reading level for grades five to six, the biographies feature Asian Americans of different ethnic backgrounds, exploring the racial prejudice and discrimination they have faced and describing the triumph of spirit that has made each successful. Volume V includes biographies of: (1) Florence Hongo, Japanese American educator; (2) I. M. Pei, Chinese American architect; (3) Maxine Hong Kingston, Chinese American author; (4) Sammy Lee, Korean American doctor and Olympic diving champion; and (5) Joan Chen, courses; (2) curriculum; (3) time factors; (4) teacher competence; (5) school resources; (6) school environment and culture; and (7) ancillary services. (Contains 12 references.) (SLD)

ED 389 817 UD 030 736

Bullock, Wesley A.; And Others
Intellectual, Achievement, and Mental Health Evaluation of At-Risk Adolescents: Assessing Comorbidity of ADHD, LD, and Conduct Problems.
PUB DATE- 12 Aug 95
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 1995). The figures contain small print that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; *Attention Deficit Disorders; Behavior Problems; Clinical Diagnosis; *High Risk Students; *Hyperactivity; *Identification; Intelligence Quotient; Intelligence Tests; Learning Disabilities; *Mental Health; Secondary Education
IDENTIFIERS- Minnesota Multiphasic Personality Inventory; Wechsler Intelligence Scale for Children III

A multidimensional clinical assessment project was conducted on an at-risk adolescent population (n=78) in a public school setting. The focus of the project was on the identification of specific learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD) as they relate to mental health problems and scholastic difficulties. Results indicated that 11.5% of these at-risk students had a Wechsler Intelligence Scale for Children-III full scale IQ less than 70, indicative of a developmental handicap. Of the remaining students, 39% met criteria for one or more specific LD, 30% met criteria for ADHD, and 13% of these at-risk students met criteria for comorbid ADHD and LD. Those classified as ADHD also exhibited significantly greater levels of psychological distress, evidenced by Minnesota Multiphasic Personality Inventory-A scale elevations, compared to the non-ADHD students, suggesting that even among their at-risk peers, ADHD students warrant greater attention with regard to psychological problems. (Contains 4 figures and 12 references.) (Author/SLD)

ED 389 818 UD 030 737

Marks, Ellen L.
Working with Clients: Case Management in Service Integration. Resource Brief.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Jul 95
NOTE- 21p.; For related documents, see UD 030 738-379 and UD 030 744.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; *Integrated Services; *Low Income Groups; Poverty; *Program Effectiveness; Program Implementation; Social Agencies; *Social Workers; *Urban Problems; Young Children
IDENTIFIERS- *Case Management; *Client Relations

The National Center for Children in Poverty has recently sectors. Appendixes describe the data and methodology and give sample size tables. Eight text tables and 9 appendix tables present study information. (Author/SLD)

ED 389 710 TM 024 190

Stocking, Martha L.
Scale Drift in On-Line Calibration.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- May 88
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Item Banks; *Item Response Theory; *Online Systems; Psychometrics; Simulation; *Test Items
IDENTIFIERS- Armed Services Vocational Aptitude Battery; *Calibration; LOGIST Computer Program; *Scale Drift

Recent advances in psychometrics and computer technology encourage the development of model-based methods of individualized testing on a microcomputer, where each examinee receives short tests and where the number of pretest items that can be administered is severely restricted. On-line (i.e., data is collected on operational equipment) methods for calibrating pretest items in this setting face new challenges. In the context of adaptive testing (CAT), two LOGIST-based methods of on-line calibration that were developed are described. These two methods were applied and compared in a simulation study using data from the CAT Armed Services Vocational Aptitude Battery. One of the methods was superior to the other in terms of statistical properties, but the superior method was more expensive to implement in terms of the numbers of items required and either the numbers of examinees or numbers of items per examinee required. Both methods showed scale drift, although the drift was in opposite directions for the two methods. Ways to reduce scale drift are explored. An appendix contains 4 tables and 22 figures, and 17 references are attached. (Author/SLD)

ED 389 711 TM 024 191

Henning, Grant; And Others
Analysis of Proposed Revisions of the Test of Spoken English. TOEFL Research Reports 48.
PUB DATE- Mar 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; College Students; Comparative Analysis; *English (Second Language); Health Personnel; Higher Education; *Interrater Reliability; *Language Proficiency; Language Tests; Patients; Psychometrics; *Scoring; *Teaching Assistants; Test Construction; Test Validity
IDENTIFIERS- *Nonnative Speakers; Test of English as a Foreign Language; *Test of Spoken English

A prototype revised form of the Test of Spoken English (TSE) was compared with the current version of the same test, comparing interrater reliability, frequency of rater discrepancy at all score levels, component task adequacy, scoring efficacy, and other concurrent and construct validity evidence, including the

Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Assessment; Educational Innovation; *Educational Psychology; Higher Education; *Outcomes of Education; *Portfolios (Background Materials); Program Effectiveness; *Student Attitudes; Student Motivation; Thinking Skills; *Undergraduate Students
IDENTIFIERS- *Alternative Assessment; Performance Based Evaluation

This study describes an innovative alternative assessment program used in an undergraduate educational psychology course. Subjects were 60 undergraduate students enrolled in a teacher preparation program at a midwestern liberal arts college. Each student was required to demonstrate mastery of course objectives through a course portfolio. The study also investigated the program's effectiveness in terms of students' attitudes and beliefs using both quantitative and qualitative data. The results indicated that many of the outcomes sought by educational psychology teachers (e.g., higher-order thinking, more quality time spent on assignments, and intrinsic motivation) were achieved with the use of alternative forms of assessment. Ancillary benefits in terms of perceived writing and technological skills were identified as well. Positive and negative dimensions of the program were examined. Appendixes present a modified course syllabus and contain the assessment program questionnaire frequencies. (Contains 6 references.) (SLD)

ED 389 732 TM 024 306

Choi, Hee-sook
Scoring and Clerical Errors on the Stanford-Binet Intelligence Scale: Fourth Edition.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Error Patterns; *Graduate Students; Higher Education; *Intelligence Tests; Scores; *Scoring; *Test Results
IDENTIFIERS- Accuracy; Clerical Skills; *Stanford Binet Intelligence Scale Fourth Edition

Twenty-eight protocols of the Stanford-Binet Fourth Edition (SB:IV) obtained from graduate students were examined for scoring and clerical errors that contributed to the inaccuracy of test scores. Scoring of individual items was identified as the most error prone process, as evidenced by the fact that 96% of the protocols contained scoring errors. The most frequent scoring errors by subtest occurred on Comprehension, Vocabulary, Copying, Absurdities, and Verbal Relations. A relatively high occurrence of basal or ceiling errors (61%) was also found, with the Copying subtest being the most problematic for the establishment of both basal and ceiling levels. Clerical errors involving computation and coding were found in 32% of the protocols. Although the overall impact of examiner errors was fairly small in magnitude on the composite scores, 7% of the protocols produced a discrepancy of 6 points of more, sufficient to affect classification and placement decisions. (Contains 4 tables and 16 references.) (Author/SLD)

ED 389 733 TM 024 360

programming models and constrains the characteristic function of the test. The model can be solved using the heuristic presented in Luecht and T. M. Hirsch (1992). An empirical example with item parameters from the ACT Assessment Program Mathematics Test illustrates the use of the model. (Contains 6 figures and 23 references.) (Author)

ED 389 753 TM 024 386

Veerkamp, Wim J. J.; Berger, Martijn P. F.
Some New Item Selection Criteria for Adaptive Testing. Research Report 94-6.
PUB DATE- Nov 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Adaptive Testing; *Bayesian Statistics; Computer Assisted Testing; *Criteria; *Estimation (Mathematics); Foreign Countries; Item Response Theory; Maximum Likelihood Statistics; *Selection; Simulation; *Test Items
IDENTIFIERS- Weighting (Statistical)

In this study some alternative item selection criteria for adaptive testing are proposed. These criteria take into account the uncertainty of the ability estimates. A general weighted information criterion is suggested of which the usual maximum information criterion and the suggested alternative criteria are special cases. A simulation study was conducted to compare the different criteria. The results showed that the likelihood weighted mean information criterion was a good alternative to the maximum information criterion. Another good alternative was a maximum information criterion with the maximum likelihood estimate of ability replaced by the Bayesian EAP estimate. An appendix discusses the interval information criterion for the two- and three-parameter logistic item response theory model. (Contains 5 figures and 15 references.) (Author)

ED 389 754 TM 024 387

Meijer, Rob R.; And Others
Reliability Estimation for Single Dichotomous Items. Research Report 94-5.
PUB DATE- Nov 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Estimation (Mathematics); Foreign Countries; *Item Response Theory; Monte Carlo Methods; Nonparametric Statistics; *Research Methodology; Sampling; Statistical Bias; Test Construction; Test Items; *Test Reliability
IDENTIFIERS- *Dichotomous Variables; Person Fit Measures

Three methods for the estimation of the reliability of single dichotomous items are discussed. All methods are based on the assumptions of nondecreasing and nonintersecting item response functions and the Mokken model of double monotonicity. Based on analytical and Monte Carlo studies, it is concluded that one method is superior to the other two because it has a smaller bias and a smaller sampling variance. Furthermore, this method shows some robustness under violation of the condition of nonintersecting item response functions. Item reliability is of special interest for Mokken's nonparametric item response theory and is useful for the evaluation of item quality in nonparametric test construction research. It is also of

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; *Educational Assessment; Educational Change; Educational Policy; Educational Practices; Elementary Secondary Education; *School Districts; Student Evaluation; Student Motivation; Suburban Schools; *Test Use
IDENTIFIERS- Colorado; Illinois; New York; *Performance Based Evaluation

The use of performance assessment for instruction and accountability and the support for its use provided by the school district were studied in three suburban school districts in Colorado, New York, and Illinois. Two were elementary and secondary districts, but the Illinois district was a high school district. All three districts have employed performance assessment for several years. In instruction, the districts found that performance assessment helped student understanding, clarified evaluation, helped engage student attention, and increased motivation. Accountability was emphasized in the application of performance assessment in two districts, both of which had adopted policies that clarified the use of performance assessment in overall accountability. One district developed plans for performance assessment requirements for high school graduation. District offices in all three districts supported the implementation of performance assessment through staff development activities, policy statements, public information sharing sessions, and changes in district testing policies. Both advantages and disadvantages to performance assessment in these districts are outlined. An appendix contains interview questions used in the study. (Contains eight tables.) (SLD)

ED 389 776   UD 030 695

McMillan, James H.
Work Force Preparation: A Review of Literature.
PUB DATE- Dec 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Education; College Preparation; *Economic Factors; Educational Change; *Education Work Relationship; Elementary Secondary Education; Integrated Activities; *Labor Market; Prevocational Education; *Program Effectiveness; Program Evaluation; Skill Development; *Vocational Education

There is a clear national consensus that for the United States to remain economically competitive, schools will have to change to emphasize higher levels of performance and skills. Students need to be independent, directed, and effective learners to be able to adapt to changing work environments by acquiring and using new information. However, there is little consensus about how to operationalize these skills and assess them at different levels. Needed skills and competencies are grouped into four major categories: (1) basic skills; (2) higher-order thinking skills; (3) interpersonal and teamwork skills; and (4) personal characteristics and attitudes. A review of the literature suggests that schools have used a variety of strategies to improve these skills and competencies and that there is an increasing emphasis on integrating academic and vocational education. In practice, this has usually meant reforming vocational education, with little attention to college preparatory tracks. The meager research on these integration efforts suggests that success is site-specific, with identifiable features that center on providing time and

Chinese American actress. A glossary provides definitions to help children understand the biographies. (SLD)

ED 389 797 UD 030 716

Marvis, Barbara J.
Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume I. A Mitchell Lane Multicultural Biography Series.
PUB DATE- 96
NOTE- 96p.; For Volumes 2 and 3, see UD 030 717-718 respectively.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement; Biographies; *Childrens Literature; Cultural Awareness; *Cultural Background; Cultural Pluralism; Elementary Education; Ethnic Groups; *Hispanic Americans; Immigrants; Life Events; Minority Groups; Role Models
IDENTIFIERS- Gonzalez (Melissa); Language Minorities; *Latinos; Ochoa (Ellen); Pena (Federico); Rivera (Geraldo)

This series presents biographical sketches of famous Americans of Hispanic descent. The biographies in the projected eight volume series for elementary school children represent the diversity of Hispanic heritage in the United States. Those featured are contemporary figures with national origins in the United States or Latin America, with careers that cover many aspects of contemporary life. Every person profiled in the series is a positive role model, not only for Hispanic youth but for all youth. Collectively these biographies demonstrate the value of cultural pluralism and a view that the future strength of the United States lies in nurturing diversity, not in creating national uniformity. This volume includes biographies of: (1) Geraldo Rivera, television journalist; (2) Melissa Gonzalez, adolescent actress; (3) Federico Pena, lawyer, mayor, and Secretary of Transportation; and (4) Ellen Ochoa, astronaut. (SLD)

ED 389 798 UD 030 717

Marvis, Barbara J.
Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume II. A Mitchell Lane Multicultural Biography Series.
PUB DATE- 96
NOTE- 96p.; For Volumes 1 and 3, see UD 030 716 and UD 030 718 respectively.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement; Biographies; *Childrens Literature; Cultural Awareness; *Cultural Background; Cultural Pluralism; Elementary Education; Ethnic Groups; *Hispanic Americans; Immigrants; Life Events; Minority Groups; Role Models
IDENTIFIERS- Chavez (Cesar); Esquiroz (Margarita); Language Minorities; *Latinos; Novello (Antonia); Nunez (Tommy)

The biographies in this projected eight volume series for elementary school children represent the diversity of Hispanic heritage in the United States. Those featured are contemporary figures with national origins in the United States or Latin America, with careers that cover many aspects of contemporary life. Every person profiled in the series is a positive role model, not only for Hispanic youth but for all youth.

conducted research on case management in service integration projects, with the core information coming from 16 projects around the country from many service domains. Six programs specifically target very young children living in poverty, and six provide services to very young children regardless of their family income. Aspects of the case management process were studied, from finding the clients through implementing developed service plans to eventual disengagement. While the core functions of case management were routine, the types and needs of clients were extremely varied. Most clients came to these projects through referrals from other human service agencies. Rather than the linear notion of case management promoted in research and the academic literature, most projects followed a rather circular path, suggesting the need for flexibility by case managers. Projects intended to serve the whole family frequently focused on one member. Findings also showed that case managers do more than provide access to and navigation around the human service system in that they provide ongoing support. A final conclusion is that the mutual dependence of some case managers and clients could become counterproductive if taken too far. (Contains one table and three figures.) (SLD)

ED 389 819   UD 030 738

Marks, Ellen L.
Managing Case Managers: Case Management in Service Integration. Resource Brief.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Jul 95
NOTE- 13p.; For related documents, see UD 030 737-379 and UD 030 744.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Block Grants; Disadvantaged Youth; *Integrated Services; *Low Income Groups; Poverty; Program Effectiveness; Program Implementation; Resource Allocation; Social Agencies; *Social Workers; *Urban Problems; Young Children
IDENTIFIERS- *Case Management; *Client Relations

As the case management approach has become increasingly popular, a new phenomenon has emerged. A client may have several case managers, each employed by a different project, and these managers may not be aware of each other. The National Center for Children in Poverty has recently conducted research on case management in service integration projects. The core of the information comes from 16 projects from many service domains serving children and their families. Reviewing the work of these projects has made it apparent that the problem of multiple case managers exists everywhere, in cities and rural areas, and that the cost of unnecessary duplication is excessive, not only in terms of dollars, but in terms of wasted human capital. The reality of categorical programs, single-focus interventions, and other features of the human service delivery system virtually ensure the continuation of the trend. Consolidating categorical programs into block grants, as is being debated in some public policy arenas, may remove some system factors that lead to multiple case managers, but it is evident that real solutions call for the application of professional standards and common sense. (SLD)

ED 389 820   UD 030 739

oral proficiency interview correlations for a subsample of the examinees. The study employed a representative sample of 342 nonnative speakers of English, purposely sampled from two professional domains of prospective university teaching assistants (N=184) and prospective licensed medical professionals (N=158). In an attempt to involve the persons most at risk in the judgment process, 16 naive adult raters (8 first-year university students and 8 nondegreed medical outpatients) were used in addition to the usual group of trained raters. The naive raters provided concurrent judgments of the comprehensibility and communicative effectiveness of a subset of 40 examinations. In general, the evidence appeared to underscore the psychometric quality of the prototype revised TSE and to support conclusions of its adequacy as an instrument to make judgments of oral English language proficiency of nonnative speakers. Some suggestions on scoring are provided. Six appendixes give additional scoring information and include sample tests. (Contains 10 tables and 10 references.) (SLD)

ED 389 712 TM 024 192

Carlson, Sybil B.
Relationships of Reasoning and Writing Skills to GRE Analytical Ability Scores. GRE Board Professional Report No. 84-23P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Apr 88
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arabic; Chinese; College Entrance Examinations; *College Students; Ethnic Groups; Graduate Study; Higher Education; *Scoring; Spanish; Test Items; *Thinking Skills; *Verbal Ability; Verbal Tests; *Writing Skills
IDENTIFIERS- *Analytical Tests; *Graduate Record Examinations; Language Minorities

The reasoning skills tapped by the analytical measure of the Graduate Record Examinations were studied by examining how performance on its constituent type items relate to alternative criteria. Another objective was to ascertain the extent to which additional information on examinees' analytical skills might be obtained from further analyses of their writing performance. The data base consisted of 406 writing samples prepared by 203 examinees (89 native speakers of English and 6 native speakers of Arabic, 73 of Chinese, and 35 of Spanish). Scoring methods were developed that focused on the reasoning skills reflected in the papers. Three scoring methods did not appear to add information beyond that obtained from the analytical reasoning and verbal sections of the GRE General Test, but the scheme developed by P. Moss yielded scores that were relatively independent of these sections of the GRE, possibly tapping verbal reasoning skills not assessed by the GRE General Test. Writer's Workbench computerized text analysis suggested that the different writing tasks elicited different kinds of performance, and that the performance of students of different native language groups may vary in complex ways. Four appendixes provide topic and scoring information. (Contains 13 tables and 35 references.) (SLD)

ED 389 713 TM 024 193

Wightman, Linda F.; Wightman, Lawrence E.
An Empirical Investigation of One Variable Section Pre-Equating.
PUB DATE- Jun 88

Stecher, Brian M.; Mitchell, Karen J.
Portfolio-Driven Reform: Vermont Teachers' Understanding of Mathematical Problem Solving and Related Changes in Classroom Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comprehension; Data Collection; Educational Assessment; Educational Change; Educational Practices; *Elementary School Teachers; Grade 4; Inservice Teacher Education; Intermediate Grades; *Knowledge Base for Teaching; *Mathematics; *Portfolios (Background Materials); *Problem Solving; Program Evaluation; Scoring; State Programs; Surveys; Test Construction; Testing Programs
IDENTIFIERS- *Performance Based Evaluation; *Vermont Portfolio Assessment Program

This study explored fourth-grade teachers' understanding of mathematical problem solving, an aspect of the Vermont portfolio assessment program that has been largely ignored. Teachers' conceptions of problem solving, their knowledge of problem-solving strategies, their selection and evaluation of problem-solving tasks, and their instructional practices related to problem solving were examined in a representative sample of 20 fourth-grade teachers. Data were collected through a written survey and a structured telephone interview. Results indicated that Vermont teachers believe that the program has taught them much about problem solving and the everyday applications of mathematics. They have learned much of what has been communicated through the state training materials and network meetings. However, they do not share a common understanding of problem solving and do not agree about which skills are most essential. Teachers tend to rely on the state scoring rubrics for practical guidance. Differences in understanding lead to differences in practice, which should be addressed through continued professional development. Three appendixes present the scoring rubric, the survey and interview protocol, and a description of characteristics of good problems. (Contains 3 tables, 8 figures, and 21 references.) (SLD)

ED 389 734 TM 024 361

Shepard, Lorrie A.; Bleim, Caribeth L.
An Analysis of Parent Opinions and Changes in Opinions Regarding Standardized Tests, Teacher's Information, and Performance Assessments.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 63p.; Portions of the report presented at the Annual Meeting of the American Educational Research Association (1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beliefs; *Educational Assessment; Elementary Secondary Education; *Parent Attitudes; *Parents; Parent Teacher Conferences; Parent Teacher Cooperation;

interest for nonparametric person fit analysis. (Contains 1 figure, 2 tables, and 33 references.) (Author/SLD)

ED 389 755 TM 024 388

Berger, Martijn P. F.; Veerkamp, Wim J. J.
A Review of Selection Methods for Optimal Test Design. Research Report 94-4.
PUB DATE- Nov 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; Foreign Countries; *Research Design; *Selection; *Test Construction; Test Format; Test Items; Test Theory
IDENTIFIERS- *Testlets

The designing of tests has been a source of concern for test developers over the past decade. Various kinds of test forms have been applied. Among these are the fixed-form test, the adaptive test, and the testlet. Each of these forms has its own design. In this paper, the construction of test forms is placed within the general framework of optimal design theory. A review of various objective functions and methods for the designing of different test forms is given. The advantages of using these methods are discussed, and an illustration of an optimal test design is provided. (Contains 3 figures, 1 table, and 36 references.) (Author/SLD)

ED 389 756 TM 024 389

van der Linden, Wim J.
A Conceptual Analysis of Standard Setting in Large-Scale Assessments. Research Report 94-3.
PUB DATE- Nov 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Criteria; *Cutting Scores; Educational Assessment; *Evaluation Methods; Foreign Countries; *Scoring; Standards; *Test Construction
IDENTIFIERS- Conceptual Analysis; Decision Theoretic Testing; *Large Scale Assessment; *Standard Setting

Elements of arbitrariness in the standard setting process are explored, and an alternative to the use of cut scores is presented. The first part of the paper analyzes the use of cut scores in large-scale assessments, discussing three different functions: (1) cut scores define the qualifications used in assessments; (2) they simplify the reporting of achievement distributions; and (3) they allow for the setting of targets for such distributions. The second part of the paper gives a decision-theoretic alternative to the use of cut scores and shows how each of the three functions identified in the first part can be approached in a way that may reduce some of the arbitrary nature of standard setting processes. The third part of the paper formulates criteria for standard setting methods that can be used to evaluate their results. (Contains six figures and eight references.) (Author/SLD)

ED 389 757 TM 024 390

van der Linden, Wim J.; Vos, Hans J.
A Compensatory Approach to Optimal Selection with Mastery Scores.

resources. An appendix contains eight information sheets that summarize points from the review. (Contains 1 table and 34 references.) (SLD)

ED 389 777 UD 030 696

Pisapia, John
Technology Case Studies.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- 1 Apr 93
NOTE- 68p.; In the Consortium's technology brochure, this document has the alternate title, "Learning Technologies in the Classroom: Lessons Learned from Technology Intensive Schools."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beliefs; Case Studies; Computer Assisted Instruction; Computer Managed Instruction; Educational Change; Educational Innovation; *Educational Technology; Elementary Secondary Education; *Instructional Leadership; Program Evaluation; Rural Schools; Suburban Schools; *Teaching Methods; *Technological Advancement; Urban Schools
IDENTIFIERS- *Virginia (Richmond)

Case studies were conducted to gain a better understanding of the impact of technology in schools, focusing on schools that have had a technology-rich environment for at least 2 years. The four sites selected included a rural high school, a suburban middle school, an urban elementary school, and an urban high school. The case studies collected information under three broad categories: an organizational profile, a technology profile, and a resource profile. Observations of the four-member study teams and their inferences are reported through a cross-case analysis. In each of the four schools, adaptability was a characteristic, and this adaptability was complemented by beliefs and visions of educational technology. Technology was seen as an integral part of the educational process, rather than as a supplement, in all four schools. Each school also had a "visionary-type" leader or team of leaders who sparked the innovations. In all the schools, implementation was regarded as a journey rather than an event. All four sites experienced difficulties, but all persevered with the integration of technology and instruction. An appendix contains an interview protocol and data collection forms used in the studies. (SLD)

ED 389 778 UD 030 697

Seyfarth, John T.
Performance-Based Assessment: Questions and Answers.
PUB DATE- Mar 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Comparative Analysis; *Educational Assessment; Educational Change; Educational Practices; Scores; State Programs; *Teacher Education; Test Construction; *Testing Programs; Test Reliability; *Test Use; Thinking Skills
IDENTIFIERS- *Performance Based Evaluation

Performance based assessment refers to tasks that require students to construct responses or take actions to demonstrate specific knowledge or skills. Performance assessment tasks appear in a variety of formats, but they focus on higher order skills and are nonroutine, and sometimes loosely structured, in

Collectively these biographies demonstrate the value of cultural pluralism and a view that the future strength of the United States lies in nurturing diversity, not in creating national uniformity. This collection demonstrates the triumph of the human spirit through the stories of: (1) Tommy Nunez, professional basketball referee; (2) Margarita Esquiroz, lawyer and judge; (3) Cesar E. Chavez, farm labor leader; and (4) Antonia Novello, doctor and Surgeon General of the United States. (SLD)

ED 389 799 UD 030 718

Marvis, Barbara J.
Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume III. A Mitchell Lane Multicultural Biography Series.
PUB DATE- 96
NOTE- 96p.; For Volumes 1 and 2, see UD 030 716-717 respectively.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement; Biographies; *Childrens Literature; Cultural Awareness; *Cultural Background; Cultural Pluralism; Elementary Education; Ethnic Groups; *Hispanic Americans; Immigrants; Life Events; Minority Groups; Role Models
IDENTIFIERS- Arnaz (Desi); Baez (Joan); Fernandez (Giselle); Language Minorities; *Latinos; Secada (Jon)

The biographies in this projected eight volume series for elementary school children represent the diversity of Hispanic heritage in the United States. Those featured are contemporary figures with national origins in the United States or Latin America, with careers that cover many aspects of contemporary life. Every person profiled in the series is a positive role model not only for Hispanic youth but for all youth. Collectively these biographies demonstrate the value of cultural pluralism and a view that the future strength of the United States lies in nurturing diversity, not in creating national uniformity. This collection includes the life stories of: (1) Giselle Fernandez, television newscaster; (2) Jon Secada, recording artist; (3) Desi Arnaz, musician and actor; and (4) Joan Baez, folksinger and social activist. (SLD)

ED 389 800 UD 030 719

Guthrie, Larry F.
New Trends in Educating At-Risk Students. Policy Update, Number One.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Ancillary School Services; Curriculum Development; Educational Policy; *Educational Trends; Elementary Secondary Education; *High Risk Students; Integrated Activities; Nontraditional Education; *Teacher Expectations of Students; Teaching Methods; Time Factors (Learning); Trend Analysis; *Urban Schools

As the negative effects of traditional approaches to the problems of at-risk students have become known, several promising new trends have been recognized. First among these is the belief

Marks, Ellen L.
Who Are Case Managers and What Do They Do? Case Management in Service Integration. Resource Brief.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Jul 95
NOTE- 13p.; For related documents, see UD 030 737-378 and UD 030 744.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; *Integrated Services; *Low Income Groups; Poverty; Program Effectiveness; Program Implementation; Resource Allocation; Social Agencies; *Social Workers; Time Management; *Urban Problems; Young Children
IDENTIFIERS- *Case Management; *Client Relations

The National Center for Children in Poverty recently conducted research on case management in service integration projects. The core of the study's information comes from 16 projects around the country, all serving children living in poverty. This brief discusses the characteristics of case managers, including their demographic attributes, tenure, work environment, caseload size, time allocations among tasks, and salaries. Case managers from these projects were a diverse group, from varied ethnic and racial backgrounds, with varied education and work experiences. The resources to support their work are often limited, and their salaries are only moderate, but many have been with their projects for extended periods. Most of these projects had relatively small caseloads, but there was considerable variance. Overall, case managers spent rather comparable amounts of time on the activities they performed. The characteristics of case managers identified may contribute to the development of a typology that would help in further explorations of case management methods and project and client outcomes. (Contains two tables and two figures.) (SLD)

ED 389 821 UD 030 740

Statzner, Elsa L.
A Teacher's Construction of Success among Non-Elite Children in an Heterogenous Urban Setting.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Constructivism (Learning); Cultural Awareness; Educational Practices; Elementary School Students; Elementary School Teachers; Grade 3; Heterogeneous Grouping; *Minority Groups; Primary Education; Second Language Instruction; Spanish; *Student Motivation; *Teacher Effectiveness; *Urban Schools
IDENTIFIERS- *Elites; *Freire (Paulo); Minnesota

A study was conducted in a middle to upper class neighborhood in a Minnesota city to determine the practices that the Spanish teacher used to encourage full student participation and to consider whether the Freirian view of education can furnish an adequate framework for understanding this teacher's practices. Of the school's more than 500 students, about 56% were minority, and many were of lower socioeconomic status. All materials used in the Spanish classes, which were attended by

NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Correlation; *Equated Scores; Estimation (Mathematics); Models; *Statistical Analysis; *Test Format
IDENTIFIERS- Graduate Management Admission Test; *Missing Data; *Parallel Test Forms

Section Pre-Equating (SPE) is a method used to equate test forms that consist of multiple separately timed sections. SPE does not require examinees to take two complete forms of the test. Instead, all of the old form and one or two sections of the new form are administered to each examinee, and missing data techniques are employed to estimate the necessary equating parameters. When a test includes only one variable section, there is no simple way to obtain an estimate of the correction between pairs of sections from the new test because no group takes a pair of sections. This study evaluated several methods for obtaining reasonable values for these correlations. Methods evaluated included borrowing correlations from another population that took the test at a different administration, borrowing correlation from another parallel test, and imputing the unknown partial correlations. Samples were drawn from existing data for the Graduate Management Admission Test. Comparison of the converted scores obtained using the three different methods showed them to be consistent with one another. Results also demonstrated that equating results from the one-variable section test model were very consistent with those obtained from a two-variable section test model. An appendix presents section correlations. (Contains 8 references, 10 tables, and 12 figures.) (Author/SLD)

ED 389 714 TM 024 194

Wainer, Howard; And Others
Differential Testlet Functioning Definitions and Detection. Program Statistics Research Technical Report No. 91-9.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Definitions; *Identification; *Item Bias; Item Response Theory; Scores; *Sex Differences; Statistical Analysis; Test Construction; Test Items; *Test Reliability
IDENTIFIERS- *Likelihood Ratio Criterion; Scholastic Aptitude Test; *Testlets

It is sometimes sensible to think of the fundamental unit of test construction as being larger than an individual item. This unit, dubbed the testlet, must pass muster in the same way that items do. One criterion of a good item is the absence of differential item functioning (DIF). The item must function in the same way as all important subpopulations of examinees. In this paper, "testlet DIF" is defined, and a statistical methodology is provided to detect it. This methodology parallels the item response theory-based likelihood ratio procedures explored previously by D. Thissen, L. Steinberg, and H. Wainer (1988). The methodology is illustrated with analyses of data from a testlet-based experimental version of the Scholastic Aptitude Test. The illustration demonstrated that, in this instance, not modeling the testlet structure overestimated the reliability of the test by an amount equivalent to a test of doubled length. In addition, testlets

Questionnaires; Report Cards; *Standardized Tests; *Test Use
IDENTIFIERS- *Alternative Assessment; Performance Based Evaluation

Parent opinions about standardized tests and performance assessments were examined systematically. Mutually exclusive but randomly equivalent stratified samples from schools participating in a study of performance assessment and control schools were used to measure change in parent opinion over time. Approximately one-third of parents (n=105) completed questionnaires at the beginning of the school year, one-third completed them at the end of the year (similar sample), and the remaining third supplied interview samples (n=33 and n=27, respectively). Results demonstrated that parents' favorable ratings of standardized national tests did not imply a preference for this type of educational assessment over other types of assessment for measuring student or school progress. Parents considered report cards, hearing from the teacher, and seeing graded samples of student work as more informative than standardized tests, and they wanted comparative information to measure their own child's progress. When parents had a chance to look at performance assessments through the year, they endorsed their use for district purposes and preferred them for classroom use. Survey data like the Gallup Poll showing widespread approval of standardized tests should not be taken to mean that parents are opposed to other forms of assessment. Appendixes contain the parent questionnaire and the interview protocol. (Contains 3 figures, 17 tables, and 9 references.) (SLD)

ED 389 735 TM 024 362

Flexer, Roberta J.; And Others
How "Messing About" with Performance Assessment in Mathematics Affects What Happens in Classrooms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Educational Assessment; Educational Improvement; Elementary Education; Elementary School Students; *Elementary School Teachers; Grade 3; *Mathematics; *Teaching Methods; *Test Construction
IDENTIFIERS- NCTM Curriculum and Evaluation Standards; *Performance Based Evaluation

This paper reviews a year's work with third-grade teachers who introduced performance assessments in the hope of improving both instruction and assessment in mathematics. The 14 participating teachers in 3 schools tried many changes in their educational and assessment practices. Patterns of stability and change that resulted from their efforts were examined, focusing in-depth on six teachers. The main finding was that the teachers indeed adopted many changes with respect to course content and pedagogy and assessment. Changes in assessment and instruction were mutually reinforcing for most of the teachers. By the end of the year, many were using more hands-on and problem-based activities that were closely aligned with the "Standards" of the National Council of Teachers of Mathematics. The introduction of performance assessment raised teachers' expectations of what their students could accomplish. Change

Research Report 94-2.
PUB DATE- Nov 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; *Decision Making; Foreign Countries; *Scores; *Scoring; *Selection; Test Items
IDENTIFIERS- Compensatory Models; Decision Rules; *Mastery Model; Simultaneous Processing; Utility Functions

This paper presents some Bayesian theories of simultaneous optimization of decision rules for test-based decisions. Simultaneous decision making arises when an institution has to make a series of selection, placement, or mastery decisions with respect to subjects from a population. An obvious example is the use of individualized instruction in education. Compared with separate optimization, a simultaneous approach has two advantages. First, test scores used in previous decisions can be used as "prior" data in later decisions, and the efficiency of the decisions can be increased. Second, more realistic utility structures can be obtained defining utility functions for earlier decisions on later criteria. An important distinction is made between weak and strong decision rules. As opposed to strong rules, weak rules are allowed to be a function of prior test scores. Conditions for monotonicity of optimal weak and strong rules are presented. Also, it is shown that under mild conditions on the test score distributions and utility functions, weak rules are always compensatory by nature. To illustrate this approach, a common decision problem in education and psychology, consisting of a selection decision for treatment followed by a mastery decision, is analyzed. (Contains 1 figure, 2 tables, and 23 references.) (Author)

ED 389 758 TM 024 391

Meijer, Rob R.
The Influence of the Presence of Deviant Item Score Patterns on the Power of a Person-Fit Statistic. Research Report 94-1.
PUB DATE- Nov 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Estimation (Mathematics); *Evaluation Methods; Foreign Countries; Identification; *Research Methodology; *Scores; Simulation; *Test Items
IDENTIFIERS- Aberrance; Calibration; Item Parameters; *Item Score Patterns; *Person Fit Measures; Power (Statistics)

In studies investigating the power of person-fit statistics it is often assumed that the item parameters that are used to calculate the statistics can be estimated in a sample without aberrant persons. However, in practical test applications calibration samples most likely will contain aberrant persons. In the present study, the influence of the type and the number of aberrant persons in the calibration sample on the detection rate of the ZU3 statistic was investigated by means of simulated data. The ZU3 is a standardized version of the person-fit U3 statistic developed by H. Van der Flier (1980). An increase in the number of aberrant simulees resulted in a decrease in the power of ZU3. Furthermore, the type of aberrant behavior influenced the power of ZU3. The use of an iterative procedure to remove the aberrant persons from the dataset was investigated. Results suggested that this method can be used to improve the power of ZU3. (Contains 4 tables, 6 figures, and 17 nature. A number of concerns have been expressed about performance assessment, usually noting the difficulties of producing such assessments and implementing them on a large scale. Kentucky and California are among the states taking an early lead in using performance based evaluation. Advocates believe that performance assessment has the potential to change instructional practices in schools, and that as tests change, teacher practices will change. However, changes in teacher education will be necessary in order to adopt the successful use of performance assessments. Standardization will be necessary if the tests are to be used for accountability and comparisons. Special attention must be paid to the reliability of aggregated scores when such scores are used to represent the performance of classrooms, schools, and districts, as well as subgroups of students classified by race, ability, or sex. A four-item annotated bibliography contains some interesting resources for further reading. (Contains 74 references.) (SLD)

ED 389 779   UD 030 698

McMillan, James H.; And Others
A Qualitative Study of Resilient At-Risk Students. Review of Literature.
PUB DATE- Jun 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Class Size; Counseling; Educational Environment; Elementary Secondary Education; *High Risk Students; Intervention; Parent Participation; *Program Effectiveness; Program Evaluation; *Qualitative Research; Self Esteem; *Student Characteristics; *Teacher Role; Urban Schools; *Youth Programs
IDENTIFIERS- *Resilience (Personality)

This review of literature organizes and categorizes recent research on at-risk students, concentrating on resilient at-risk students. Programs that have been effective in promoting the success of at-risk students are reviewed, and a file of resources on at-risk students has been compiled. The 61 resources located in this study are organized in the following ways: (1) summary of the literature; (2) summary of characteristics of at-risk students; (3) summary and analysis of effective programs; (4) summary and analysis of research on resilient students; (5) index of literature by grade level and resource type; (6) an annotated bibliography of 61 resources; and (7) a file of resources that contains copies of manuscripts local school divisions can use. Research shows that effective programs that help at-risk students are characterized by early intervention, a positive school climate, a central role for the teacher, small class size, and parent involvement. Other important components are self-esteem and support building, guidance and mental health counseling, social and life skills education, perhaps coupled with vocational education, and peer involvement. (SLD)

ED 389 780   UD 030 699

McMillan, James; Reed, Daisy
Defying the Odds: A Study of Resilient At-Risk Students.
PUB DATE- Jan 93
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

that all students benefit from raised expectations. A curriculum that builds on the knowledge and strengths students bring to school can capitalize on the ability of all students to learn. A schoolwide approach is generally replacing piecemeal efforts that separate disadvantaged children. Access to improved curriculum and instruction is recognized as a necessity. To cut down on fragmentation, schools are devising better ways to coordinate supplemental and regular instruction. Increasing instructional time is recognized as a need, and new ways are being found to extend teaching time. Parent involvement is another aspect that is receiving increased attention, as the vital role of parents is recognized. Yet another trend is toward the integration of services for children so that social services and school services can be linked. Ensuring that these trends continue will not be easy, but the progress to date gives cause for optimism. (Contains 6 resources.) (SLD)

ED 389 801 UD 030 720

Joint Hearing on H.R. 4086, the Youth Development Block Grant Act. Joint Hearing before the Subcommittee on Select Education and Civil Rights and the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives. One Hundred Third Congress, Second Session.
PUB DATE- 4 Aug 94
NOTE- 158p.; Serial No. 103-119.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletics; *Block Grants; *Community Programs; Delinquency; Disadvantaged Youth; *Federal Legislation; Financial Support; Hearings; Low Income Groups; Mentors; *Program Development; Recreational Activities; Resource Allocation; *Urban Youth; *Youth Programs
IDENTIFIERS- Congress 103rd

A hearing was held on H.R. 4086, the Youth Development Block Grant of 1993, a bipartisan bill introduced by Representatives Constance A. Morella (Maryland) and Donald M. Payne (New Jersey). The purpose of the initiative was to expand community-based youth development programs for youth aged 6 to 19 years. The bill was supported by the National Collaboration of Youth, a coalition of 15 major youth serving organizations, collectively serving over 25 million young people. The bill would fund programs that help youth reach their fullest potential through youth clubs, sports and recreation, mentoring programs, leadership development, substance abuse and delinquency prevention, and community service programs. Fund allocation would be based on a state's total school-age population, the percentage of that population living in poverty, and the increase of juvenile crime in the state. Although the opening statement by Representative Cass Ballenger (North Carolina) expressed doubts that the bill was necessary, statements by the bill's sponsors advocated its passage. A number of representatives of youth programs spoke about the necessity for such programs and the need for further funding. Their remarks are followed by their prepared statements and supporting documentation, including some descriptions of successful programs. (SLD)

ED 389 802 UD 030 721

Gauvain, Mary; Savage, Susan
Everyday Opportunities for the Development of Planning Skills in

all children for 1 hour each week, were prepared by the teacher herself. During the 1990-91 school year, all six second-third grade Spanish classes (176 children) had been observed. The ideas of P. Freire provided a framework and methodology that did not bias the data through preconceptions. The teacher's teaching practices created interdependence, cooperation, and a new classroom culture. Games were the medium she used to socialize the children out of endemic school failure and to make learning dynamic. A generative theme was used as a springboard to social awareness and as a tool to lead students toward mutual respect and tolerance. Participation by elite and non-elite students required tailoring learning opportunities to the students' individual needs. (Contains 22 references.) (SLD)

ED 389 822 UD 030 742

Making Children, Families, and Communities Safer from Violence.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- Sep 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Welfare; Community Involvement; *Crime; Parent Child Relationship; Parent Participation; *Prevention; *Safety; Urban Areas; *Urban Problems; *Violence

There is something everyone can do to combat violence. The highest priority is making oneself and one's family safer from violence. Parents should consider carefully about having weapons, especially firearms, in the home, since statistics show that a firearm in the home is more than forty times as likely to injure or kill a family member as to stop a crime. Parents should also talk with children about violence and reinforce nonviolent behaviors. Community involvement is critical to building a safer neighborhood. Acting in concert with public agencies, parents and community members can combat violence and encourage positive thoughts and actions among the young. By working on community anti-violence activities, people can emphasize prevention and plan for adequate services. Community partnerships reduce violence risks. A checklist for violence prevention and a sheet to create a list of link-ups and referrals are included. A list of 60 resource organizations is also provided. (SLD)

ED 389 823 UD 030 743

Mortimore, Peter; And Others
The Impact of School Development Plans in Primary Schools.
PUB DATE- 92
NOTE- 17p.; For a related project paper, see ED 364 327.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Planning; Elementary Education; *Elementary Schools; Elementary School Students; Elementary School Teachers; Foreign Countries; National Surveys; *Professional Development; Program Development; Program Effectiveness; Program Evaluation; *Program Implementation
IDENTIFIERS- *United Kingdom

made up of what appeared to be exemplary items exhibited significant sex DIF when testlets were considered "in toto." It was also found that testlets with modest DIF in both directions can still be fair at score and proficiency levels. (Contains 4 tables, 10 figures, a technical appendix, and 27 references.) (Author/SLD)

ED 389 715 TM 024 195

Freedle, Roy; Kostin, Irene
Relationship between Item Characteristics and an Index of Differential Item Functioning (DIF) for the Four GRE Verbal Item Types. GRE Board Professional Report No. 85-3P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Jul 88
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *Difficulty Level; Ethnic Groups; *Item Bias; Performance; Prediction; *Racial Differences; Reading Comprehension; *Test Items; Verbal Tests; *White Students
IDENTIFIERS- Analogy Test Items; Antonyms; *Graduate Record Examinations; Scholastic Aptitude Test; Sentence Completion Method

The first of two studies reported examined the factors that predict differences in item responses for black and white matched examinees to analogies on the Graduate Record Examinations (GRE). Data were taken from 13 forms of the GRE Verbal Test, with a median sample size of 21,000 whites and a median sample size of 1,400 blacks for the purpose of computing Differential Item Functioning (DIF) values for each test form. Three factors were found independently to predict differential item responses to 234 GRE analogies: (1) item difficulty; (2) analogy stems with a part/whole relationship; and (3) analogy stems with an "attribute" relationship. A study of 220 Scholastic Aptitude Test (SAT) analogy items found very similar results. For both GRE and SAT analogies, black examinees performed differentially better than matched white examinees on the hard analogy items. Study II used the same forms to explore the importance of item difficulty as a predictor of differential item responses of blacks and whites for other verbal item types (antonyms, sentence completions, and reading comprehension). Item difficulty was found to be an important predictor of the observed differences. Several hypotheses were advanced to account for some of the observed ethnic differences. Appendix A gives sample means and standard deviations. Appendix B lists variable labels and intercorrelations. (Contains 11 tables and 36 references.) (SLD)

ED 389 716 TM 024 196

Schmitt, Alicia P.; And Others
Differential Speededness and Item Omit Patterns on the SAT.
PUB DATE- Aug 91
NOTE- 49p.; A synopsis of this paper was presented at the Meeting of the National Council on Measurement in Education (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; *College Entrance

resulted, not from what teachers were told to do, but from what they experienced as they attempted to change. An appendix provides examples of math tasks provided by the project. (Contains 2 figures, 1 table, and 21 references.) (SLD)

ED 389 736 TM 024 365

Reckase, Mark D.; And Others
Setting Standards on NAEP Performance Items.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association and the National Council on Measurement in Education (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Geography; *Interrater Reliability; *Research Methodology; Scores; *Scoring; Selection; *Standards; *Test Items; United States History
IDENTIFIERS- Dichotomous Scoring; *National Assessment of Educational Progress; *Performance Based Evaluation; Polytomous Variables; Standard Setting

The research reported in this paper was conducted to gain information to guide the selection of standard setting procedures for use with polytomous items to set achievement levels on the National Assessment of Educational Progress (NAEP) assessments in U.S. History and geography. Standard-setting procedures were evaluated to determine the relative level of the standards, the relationships of the level of the standard set by each method to the standard set using dichotomously scored items, and the practicality of the procedure for operational standard setting. The methods explored were: (1) estimated score point percentage (P method); (2) modified percentage estimate (PGE2); (3) estimated mean score method (M method); and (4) the hybrid method (H method), a combination of the previously used paper-selection method and the M method. Data were from the full NAEP pool for each content area with 20 panelists at each level for grades 4, 8, and 12. The P method tended to set the highest standard overall, and the PGE2 method, the lowest overall. The M method, which set standards between P and PGE2, but above the H method when they could be compared directly, was selected as the operational method for achievement level setting, with raters trained in paper-selection as a first step. (Contains two figures, seven tables, and nine references.) (SLD)

ED 389 737 TM 024 366

Donoghue, John R.; Mazzeo, John
Assessing Some of the Properties of Longer Blocks in the 1992 NAEP Reading Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 27p.; Version of a paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

references.) (Author/SLD)

ED 389 759 TM 024 393

Cole, Donna J.; And Others
Portfolios across the Curriculum and Beyond.
PUB DATE- 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum; Educational Administration; *Educational Assessment; Educational Technology; *Evaluation Methods; Instructional Effectiveness; *Portfolios (Background Materials); Professional Development; Summative Evaluation; *Teacher Evaluation; Teaching Methods; Test Use
IDENTIFIERS- *Authentic Assessment; *Performance Based Evaluation; Process Measures

This guidebook explains the purpose and rationale for initiating a portfolio process in the schools. A fundamental authentic assessment principle holds that students should demonstrate, rather than be required to tell or be questioned about, what they know and can do. The use of portfolios has gained significant attention as an alternative to traditional student assessment. The portfolio is defined as a systematic and organized collection of evidence used by the teacher and student to monitor growth of the student's knowledge, skills, and attitudes. Curriculum, instruction, and assessment intersect via portfolios, tying the three together effectively for students. Both process and product portfolios have roles to play in authentic assessment. Strategies for implementing portfolios, using them in the classroom, and using them for teacher and administrator growth and evaluation are discussed. Chapter 5, "Technology and Portfolios in the Future," by Bonnie K. Mathies, considers the potential of this avenue of assessment. Four resources are presented, including a discussion of portfolio issues, a conference report and summary about portfolios, and a list of 21 computer software resources. A 14-item annotated bibliography is also included. (Contains 37 references.) (SLD)

ED 389 760 UD 029 853

Beckford, Ian A.; Cooley, William W.
The Racial Achievement Gap in Pennsylvania. Pennsylvania Educational Policy Studies Paper Number 18.
SPONS. AGENCY- Howard Heinz Endowment, Pittsburgh, PA.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Dec 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Black Students; Educational Environment; Elementary Education; Minority Groups; Preschool Education; *Racial Differences; School Districts; *School Readiness; Scores; Statistical Analysis; *Test Results; White Students
IDENTIFIERS- National Education Goals 1990; *Pennsylvania

The large difference in average achievement test scores between white students and black students is exacerbated in

PUB TYPE- Reports - Research/Technical (143),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Educational Environment; Extracurricular Activities; *Family Environment; High Risk Students; High Schools; *High School Students; Interviews; Rural Schools; Self Esteem; Student Attitudes; *Student Characteristics; Suburban Schools; Teaching Methods; Urban Schools
IDENTIFIERS- *Resilience (Personality); Richmond Public Schools VA

Qualitative, in-depth interviews of resilient at-risk students were used to identify factors that these students believe contributed to their success in school. Resilient students in six urban, suburban, and rural school divisions in the Richmond (Virginia) area were nominated by principals and guidance counselors. Of the 115 identified, 62 were interviewed in individual sessions by 8 interviewers using a standard interview protocol. Findings from these interviews indicate that these students were busy with activities and other positive uses of time. They tended to have clear and specific long-term goals that they were confident of achieving, and they were optimistic about their futures. Many of the older students had experienced severe "reality checks" that turned them around. These resilient students had an internal sense of control about their lives and took personal responsibility for their actions. Most were from dysfunctional home environments, but did not find this a hindrance to school success. Most admired some adults they knew, and these relationships helped them believe in themselves. Implications for teaching and for the educational environment are discussed. Appendixes contain the interview protocol and a coded interview transcription. (Contains 40 references.) (SLD)

ED 389 781 UD 030 700

Collins, Bill
Inclusion: Why Mathematics Education Will Never Be the Same Again.
PUB DATE- 94
NOTE- 7p.; "Prepared for the NYSCEA 1994 monograph on Inclusion, on behalf of the New York State Association of Mathematics Supervisors."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Grouping; *Cultural Awareness; Disabilities; Elementary Secondary Education; *Mathematics Education; Mathematics Instruction; *Multicultural Education; *Sex Fairness; *Track System (Education)

Mathematics programs and mathematics teaching will change forever once a program of inclusion, that refers to more than the inclusion of handicapped students, is defined and implemented. It is apparent that mathematics has served as a filter for career and financial success. Ability grouped classes featuring pull-out programs almost universally led to tracking. A classroom in which inclusion is the rule is one in which activities are designed to challenge all learners. In New York, the State Education Department is developing its "Framework for Mathematics, Science and Technology" for elementary and secondary school mathematics. This framework and the "Addenda" series from the National Council of Teachers of Mathematics will help teachers find ways to make the curriculum and their instruction truly inclusive in terms of gender and ethnic identity. (Contains seven references.) (SLD)

ED 389 782 UD 030 701

Euro-American and Latino Children.
PUB DATE- Aug 95
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Cultural Differences; Decision Making; Elementary Education; *Elementary School Students; *Hispanic Americans; Leisure Time; Life Events; Planning; *Recreational Activities; *Skill Development; *Time Management
IDENTIFIERS- *European Americans; *Latinos

This study examined the opportunities children have to plan their everyday activities outside of school, with particular attention to the role of age and cultural factors in these experiences. Parents of 127 children between the ages of 5 and 12 years participated, with 69 of the families Euro American and 58 Hispanic. The parents completed a 10-page survey that tapped the nature and extent of their children's non-school activities, including organized lessons, types of play inside and outside the home, chores, and self care. Parents were also asked about their children's involvement in the decision to participate in these activities. Patterns indicate that children do have some opportunity outside of school to plan their time, and that these opportunities are, in some instances, related to the children's age and the cultural values of the community in which the child is a member. (Contains six tables.) (Author)

ED 389 803 UD 030 722

Annotated Bibliography of Resources on Cultural Competence and Cultural Diversity in Child Welfare/Child Protection Services.
PUB DATE- Oct 94
NOTE- 458p.; Prepared for the People of Color Leadership Institute.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Child Abuse; *Child Welfare; Cultural Awareness; Cultural Differences; *Ethnic Groups; Evaluation Methods; Hispanic Americans; *Minority Groups; *Resources; *Social Services
IDENTIFIERS- Child Protection; *Cultural Competence

This annotated bibliography serves as a resource guide to various books, articles, and reports that address the conceptualization, implementation, and assessment of cultural competence, diversity, and sensitivity in the child maltreatment domain and related areas of service. The text also addresses a number of child welfare issues pertaining to specific ethnic groups. Materials are organized in the following categories: (1) Asians/Pacific Islanders (85 resources); (2) Bibliographies (10 resources); (3) Blacks/African Americans (163 resources); (4) Conference proceedings (14 resources); (5) general cultural competence (366 resources); (6) Hispanics/Latin Americans (77 resources); and (7) Native Americans/Alaskan Natives (108 resources). The information is arranged in a comprehensive format for researchers and workers in the field, and the bibliography is designed so that information about culturally specific issues can be retrieved by utilizing one source. Key word and author indexes are supplied. (SLD)

School Development Plans (SDPs) were pioneered by individual schools and local education authorities (LEAs) in England as a grassroots approach to school management that was eventually adopted by national education authorities. An empirical investigation of the implementation and impact of SDPs was carried out in primary schools through a combination of qualitative and quantitative data collection. With the cooperation of administrators of urban and rural schools, a questionnaire was prepared on attitudes and support for school development planning. This questionnaire, sent to 110 LEAs in England, 12 in Scotland, 8 in Wales, and 5 in Northern Ireland, obtained a 100% response rate. Data were also collected in the schools through interviews and observation in nine case study schools. Results supported a typology that described SDPs as rhetorical, singular, cooperative, or corporate in nature. Only corporate plans, characterized by a united effort to improve and a sense of shared ownership, resulted in real educational change. The more effective the plan was, the more complex its characteristics. The aspect of SDPs that was found to be the weakest was that of formative evaluation, but schools engaged in the corporate type of planning were most likely to use formative evaluation to support the development process. (Contains 39 references.) (SLD)

ED 389 824   UD 030 744

Marzke, Carolyn
Preparation, Staff Development, and Supervision of Case Managers. Resource Brief.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Jul 95
NOTE- 17p.; For related documents, see UD 030 737-739.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Employment Qualifications; *Integrated Services; Knowledge Level; *Low Income Groups; Poverty; *Professional Training; *Program Effectiveness; Program Implementation; Social Agencies; *Social Workers; *Staff Development; Supervision; Urban Problems; Young Children
IDENTIFIERS- *Case Management

The National Center for Children in Poverty has recently conducted research on case management in service integration projects, with the core information coming from 16 projects for children around the country. This brief describes the training and experience that case managers bring to their jobs and receive on the job, how prepared they feel to perform their jobs, and how case managers are supervised. Results indicated that case managers rely on prior experience and on-the-job training to strengthen their competence and confidence in working with clients and that formal education and orientation are less useful to case managers in preparing them for work. Projects hire staff members whose general qualifications meet the basic requirements for the job, but the fit between the backgrounds of new employees and necessary job skills is rarely sufficient to eliminate the need for orientation and staff development. Unfortunately, staff development is frequently an ad hoc and informal process. Supervision also tends to be informal, at least in terms of clinical content. The environments in which most case managers work call for wide-ranging skills and knowledge, but most training and degree programs emphasize specialization. (Contains two figures and three tables.) (SLD)

Examinations; *Difficulty Level; Ethnic Groups; Females; High Schools; *High School Students; Hispanic Americans; *Item Bias; Males; Mathematics Tests; *Racial Differences; Responses; Scores; Verbal Tests
IDENTIFIERS- *Omitted Responses; Scholastic Aptitude Test; *Speededness (Tests)

Two editions of the Verbal and Mathematical portions of the Scholastic Aptitude Test (SAT) were used to study differential speededness and differential omission and the relationships among differential item functioning (DIF), differential omission, and item difficulty for Asian Americans, Blacks, Hispanics, and females in a total sample exceeding 300,000 SAT examinees in 1984 and 1985. Consistent and replicable evidence of differential speededness was found for Blacks and Hispanics. Use of an unspeeded criterion for matching in place of the traditional total score, which contains speeded items, did not affect the DIF analyses of speeded items. A strong artifactual negative relationship between DIF and differential omission was found. The relationship between differential omission and difficulty was consistently positive on the Verbal sections for all comparison groups except the Asian-American group, for whom it was consistently negative. On the mathematical sections, this relationship was consistently found for the female/male comparison, for whom it was negative. Finally, the relationship between difficulty and DIF was negative but smaller than previously observed. (Contains 8 tables, 8 figures, and 31 references.) (Author/SLD)

ED 389 717 TM 024 197

Scheuneman, Janice; And Others
Effects of Prose Complexity on Achievement Test Item Difficulty.
PUB DATE- Jul 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Difficulty Level; Goodness of Fit; *Knowledge Level; Multiple Choice Tests; Prediction; *Prose; Psychology; Regression (Statistics); *Test Construction; Test Items; Verbal Tests
IDENTIFIERS- *Graduate Record Examinations; NTE Test of Professional Knowledge

To help increase the understanding of sources of difficulty in test items, a study was undertaken to evaluate the effects of various aspects of prose complexity on the difficulty of achievement test items. The items of interest were those that presented a verbal stimulus followed by a question about the stimulus and a standard set of multiple-choice options. Items were selected for study from two tests with differing demands on an examinee's knowledge base, the NTE Communications Skills test (sample size of about 850 examinees) and the Graduate Record Examinations (GRE) Subject Test in Psychology (sample of 1,000). Standard multiple regression analyses and S. E. Embretson's model fitting procedures were used to evaluate the contribution of various complexity factors to the prediction of difficulty. These factors, which included measures of item structure, readability, semantic content, cognitive demand, and knowledge demand, were found to be successful in predicting item difficulty for these items. The immediate usefulness of the results for test development practice, however, are limited by the fact that only a single item type was studied and by the time required to develop the complexity measures. (Contains 1 figure, 14 tables, and 25 references.) (Author/SLD)

DESCRIPTORS- Chi Square; *Goodness of Fit; Grade 8; Grade 12; National Surveys; Reading Ability; *Reading Tests; Robustness (Statistics); *Scaling; Secondary Education; *Structural Equation Models; *Test Construction; Test Format
IDENTIFIERS- *Blocks; *National Assessment of Educational Progress

At grades 8 and 12, the 1992 National Assessment of Educational Progress (NAEP) reading assessment contained a small number of 50-minute blocks in addition to the usual 25-minute blocks. To determine whether to incorporate the 50-minute blocks into the operational scaling, this study sought to determine whether the longer blocks measured a different construct from that assessed by the 25-minute blocks. Structural equation modeling tested the hypothesis that the structural parameters relating reading ability to demographic variables do not differ across block type. A multiple group analysis, where type of block (25-minute or 50-minute) defined the two groups, was used. The null hypothesis was that the two types of blocks measure the same trait but could differ in observed mean and variance. Results of the main analysis did not reject the hypothesis of invariant structural parameters, and so the 50-minute blocks were not incorporated into the 1992 NAEP scales. Sensitivity analyses indicated that this conclusion was moderately robust to assumptions made about missing data for items that were not reached. Analyses using other measures of fit yielded similar results, although the magnitude of chi-square statistics was affected by the fit measure chosen. (Contains 6 tables and 13 references.) (Author/SLD)

ED 389 738 TM 024 367

Faggen, Jane; And Others
Effects of Mode of Item Presentation on Standard Setting.
PUB DATE- Aug 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Testing; *Cutting Scores; *Difficulty Level; Evaluators; *Pass Fail Grading; Standards; Test Format; *Test Items
IDENTIFIERS- Paper and Pencil Tests; *Standard Setting

The objective of this study was to determine the degree to which recommendations for passing scores, calculated on the basis of a traditional standard-setting methodology, might be affected by the mode (paper versus computer-screen prints) in which test items were presented to standard setting panelists. Results were based on the judgments of 31 panelists for items in each of 3 parts of a computer-based academic skills assessment designed for use as part of the teacher licensing process. None of the evidence collected--either the analysis of panelists' estimates of item difficulty or their perceptions of effects--revealed any differences in recommended passing standards resulting from the mode of item presentation. (Contains two figures and eight tables). (Author)

ED 389 739 TM 024 368

Stocking, Martha L.; Lewis, Charles
A New Method of Controlling Item Exposure in Computerized Adaptive Testing.
PUB DATE- Aug 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Pennsylvania by the fact that 90% of the black students are enrolled in only 9% of the state's 500 school districts. The nature of this achievement gap was examined, focusing on the variation of the gap's size as measured within a school. In 154 elementary schools that served both black and white students, the achievement gap varied from very large to no gap at all. Using statistical procedures for studying many factors simultaneously, it was found that of the 88 school and home factors studied, providing more opportunities for preschool and kindergarten experiences for black students seems to have the best chance of reducing this achievement gap. Research also indicated that home stimulation had a positive effect on student performance. These results reinforce the need for Pennsylvania to address the first of the National Education Goals, starting school ready to learn, seriously. (Contains 3 figures, 1 table, and 12 references.) (SLD)

ED 389 761 UD 030 678

Merelman, Richard M.
Representing Black Culture: Racial Conflict and Cultural Politics in the United States.
PUB DATE- 95
NOTE- 342p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Culture; Black Literature; Case Studies; *Change Agents; Cultural Background; *Cultural Influences; Culture Conflict; Films; Futures (of Society); Music; *Politics; *Popular Culture; Racial Discrimination; *Racial Identification
IDENTIFIERS- *Dominant Culture

Recent instances of cultural conflict represent a single, broad, novel cultural tendency with real capacities to effect change. This tendency is labeled "black cultural projection." By altering American culture, black cultural projection questions entrenched patterns of political and economic domination in the United States, even though politics in America generally protects these same entrenched patterns of domination. It is argued that Americans can, should, and must overcome the gap between a changing American culture and a long entrenched pattern of economic and political domination in the United States. Analyzing films, literature, popular music, education, television, and governmental cultural policy demonstrates how black cultural projection occurs. The first section of the book, "Skirmishes along the Cultural Front," which contains six chapters examines several cases of black cultural projection. The second section, "A Major Battle," which contains four chapters, analyzes the same cases in the context of a three-part combat between black cultural projection and white response. The final chapter, "For a New American Culture," summarizes the studies and offers a proposal for creating a new American identity with the help of syncretic black projection. (Contains 1 figure, 25 tables, and 405 references.) (SLD)

ED 389 762 UD 030 679

Harris, Herbert W., Ed.; And Others
Racial and Ethnic Identity. Psychological Development and Creative Expression.
PUB DATE- 95
NOTE- 249p.
LANGUAGE- English

Sloutsky, Vladimir M.; Morris, Anne K.
Understanding of Logical Necessity in Adolescents: Developmental and Cross-Cultural Perspectives.
PUB DATE- Aug 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; *Algebra; *Child Development; Cross Cultural Studies; Curriculum; *Deduction; Foreign Countries; *Instructional Effectiveness; Thinking Skills; *Transfer of Training; Verbal Ability
IDENTIFIERS- England; *Logical Necessity; Russia

Exploring whether deductive reasoning can develop adequately without special instruction, this paper presents two studies that examine the development of meta-components of deductive reasoning, first in algebra, and second in verbal reasoning. The first study examined students' understanding of logical necessity in algebraic tasks in different curricular settings, where one curriculum provided instruction with an emphasis on the meta-components of algebraic reasoning and the other did not. The study involved 120 Russian and 120 English students participated in an experimental mathematics curriculum group, and 89 Russian and 120 English students participated in the nonexperimental curriculum. Each group included younger and older adolescents. Students in the experimental curriculum had a better understanding of logical necessity and this ability tended to increase with age. Students in the nonexperimental curriculum had not developed an understanding of logical necessity. In the second study, the same subjects participated in a study of the transfer of the understanding of logical necessity to verbal reasoning. The advantage noted for those in the experimental curriculum continued into the verbal reasoning tasks. (Contains 5 figures, 5 tables, and 45 references.) (SLD)

ED 389 783 UD 030 702

Rodriguez, Ester R.; Bernstein, Bianca L.
Psychological Separation, Ethnic Identity and Adjustment in Chicano/Latinos.
PUB DATE- Aug 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *College Students; Cultural Differences; *Ethnicity; Higher Education; *Hispanic Americans; Parent Child Relationship; Predictor Variables; *Racial Identification; Sex Differences; Sex Role
IDENTIFIERS- Chicanos; *Latinos; *Psychological Separation

This study examined the relationship between psychological separation and college adjustment in a Chicano/Latino sample, a group which has traditionally not valued psychological separation (N=137). Ethnic identity as a moderator variable was also explored. The Psychological Separation Inventory, Student Adjustment to College Questionnaire, and the Multigroup Ethnic Identity Measure were used as indicators of psychological separation, college adjustment, and ethnic identity, respectively. Hierarchical multiple regression analyses

ED 389 804 UD 030 723

Yancey, William L.; Saporito, Salvatore J.
Racial and Economic Segregation and Educational Outcomes: One Tale--Two Cities. Publication Series #95-6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 34p.; Paper originally presented at the Conference of the National Center on Education in the Inner Cities (Philadelphia, PA, October 14-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Economic Factors; Elementary Secondary Education; *Inner City; Magnet Schools; Minority Groups; *Outcomes of Education; Poverty; Public Schools; Racial Composition; *Racial Segregation; School Choice; *School Segregation; Test Results; Urban Education; *Urban Schools
IDENTIFIERS- Houston Independent School District TX; Philadelphia School District PA

This paper describes the results of research examining the racial and socioeconomic segregation of public schools in two very different cities, Philadelphia (Pennsylvania) and Houston (Texas). Factors that explain the degree of racial and economic segregation and the consequences of this segregation for student academic achievement were examined. Data for the analyses were derived from census figures, the annual reports of the city school districts, and achievement test scores for the cities. In spite of the many differences between the two cities, there were striking similarities in the composition and character of their school districts. Both provide educational services to higher proportions of minorities and the poor than are observed in their respective metropolitan area populations. Results observed for the impact of neighborhood segregation, parental-student choice, and the development of magnet school programs were very similar. Analysis indicated that overall the most important determinant of academic success for city schools was the proportion of students from low income families. The failure of such schools is the result of a series of characteristics such as withdrawal of resources, diminished teacher commitment, and disinterested families and communities. (Contains 9 tables and 17 references.) (SLD)

ED 389 805 UD 030 724

Wang, Margaret C.; And Others
Effective Practices and Policies: Research and Practitioner Views. Publication Series #95-8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 60p.; Paper originally presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Educational Assessment; Educational Planning; Educational Policy; *Educational Practices; Educational Research; *Educational Researchers; *Evaluation Methods; Outcomes of Education; Program Development; Program

ED 389 825 UD 030 745

The New American Urban School District.
PUB DATE- Sep 95
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Futures (of Society); Public Schools; *School Districts; School Restructuring; Urban Education; Urban Problems; *Urban Schools
IDENTIFIERS- *Reform Efforts

The Education Commission of the States has found that urban school districts face enormous problems. This document looks at a variety of ideas about how to re-engineer the urban school district. These essays encourage educators and the public to think about the nation's urban school systems and how they might better meet the needs of children. The following essays are included: (1) "The New American Urban School District" (Chester E. Finn, Jr.); (2) "The New American Urban School District: We Can Have It Now with the Knowledge We Already Have" (Kenneth J. Tewel); (3) "The Future of Public School System Central Offices: Why Seek a New American School District" (Paul T. Hill); (4) "How the State Should 'Break Up' the Big-City District" (Ted Kolderie); (5) "Redefining the Role and Responsibilities of Local School Boards" (Michael W. Kirst); (6) "Embracing the Challenges, Opportunities and Spirit of Leadership for the 21st Century" (Stephanie Pace Marshall); and (7) "The New American Urban School District: A Conclusion" (Christine Johnson). (SLD)

ED 389 826 UD 030 746

Sammons, Pam; And Others
Key Characteristics of Effective Schools: A Review of School Effectiveness Research.
SPONS. AGENCY- Office for Standards in Education, London (England).
PUB DATE- Apr 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Cognitive Processes; *Educational Environment; Effective Schools Research; Elementary Secondary Education; Foreign Countries; *Institutional Characteristics; Instructional Leadership; Outcomes of Education; *Partnerships in Education; *School Effectiveness; Teaching Methods

This review provides an analysis of the key determinants of school effectiveness in elementary and secondary schools. A literature review identified the following key correlates of effectiveness: (1) professional leadership; (2) shared vision and goals; (3) a learning environment; (4) concentration on teaching and learning; (5) purposeful teaching; (6) high expectations; (7) positive reinforcement; (8) monitoring progress; (9) pupil rights and responsibilities; (10) home-school partnership; and (11) a learning organization. The majority of effectiveness studies have focused exclusively on students' cognitive outcomes, but there is less evidence about school and classroom processes that are important in

ED 389 718 TM 024 218

Laosa, Luis M.
Assessment of Chicano Children's Performance on the Cognitive Index Scale.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Mar 88
NOTE- 14p.; Invited paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 1987).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Cognitive Processes; Longitudinal Studies; *Mexican Americans; *Preschool Children; Preschool Education; *Psychometrics; *Test Reliability; Test Use; Test Validity
IDENTIFIERS- *Chicanos; *General Cognitive Index; McCarthy Scales of Childrens Abilities

Data reported in this paper were collected as part of a larger longitudinal study of the development of young Chicano or Mexican American children and their families. The measures completed by the children included the McCarthy Scales of Children's Abilities, a standardized instrument that measures general intellectual level. The first three scales are combined to make up the General Cognitive Index (GCI). This paper focuses on the psychometric properties of the GCI when administered to normal Chicano children. Analyses are based on a random sample of 75 subjects from the Early Environmental Experience Project database. Each child was initially tested in the child's own language at about 2.5 years of age and every 6 months thereafter for 4 longitudinal points. Results provided impressive evidence of the psychometric strengths of the GCI, indicating that the properties of GCI scores were as sound for Chicano children as they are for White English-speaking children. (Contains three tables and eight references.) (SLD)

ED 389 719 TM 024 219

Morgan, Rick; Mazzeo, John
A Comparison of the Structural Relationships among Reading, Listening, Writing, and Speaking Components of the AP French Language Examination for AP Candidates and College Students.
PUB DATE- Oct 88
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advanced Placement Programs; *College Students; Comparative Analysis; Error of Measurement; Experience; Factor Structure; *French; Higher Education; High Schools; *High School Students; Language Proficiency; *Listening; Multiple Choice Tests; *Reading Comprehension; Second Language Learning; Speech; Test Items; Writing (Composition)
IDENTIFIERS- *Advanced Placement Examinations (CEEB); Confirmatory Factor Analysis; Exploratory Factor Analysis; Structural Constituents

The dimensional structure of the 1987 Advanced Placement (AP) French language examination was tested in four populations using a series of confirmatory linear factor analysis models. To mitigate problems with the linear factor analysis of

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Selection; Test Construction; Test Format; *Testing Problems; *Test Items; Thinking Skills
IDENTIFIERS- *Item Exposure (Tests); Paper and Pencil Tests; *Parallel Test Forms; Test Security

In the periodic testing environment associated with conventional paper-and-pencil tests, the frequency with which items are seen by test-takers is tightly controlled in advance of testing by policies that regulate both the reuse of test forms and the frequency with which candidates may take the test. In the continuous testing environment associated with more novel testing paradigms such as computerized adaptive testing (CAT), the computer itself can be used to control the frequency with which items are administered. This paper discusses previous methods of controlling item security in the continuous adaptive testing environment and presents a new method that overcomes some (but not all) of the disadvantages of previous attempts. The new method rethinks the use of the exposure control parameters in selecting each item to be administered. An extensive sample with this new method and a particular adaptive testing algorithm illustrates how concerns about test efficiency, parallelism, and security can be balanced. The target population was estimated using the method of R. J. Mislevy (1984) and a sample of over 5,000 real test-takers who took a linear 50-item paper-and-pencil analytical reasoning test to which the adaptive tests were designed to be parallel. (Contains 2 figures and 19 references.) (Author/SLD)

ED 389 740 TM 024 369

Stocking, Martha L.; Lewis, Charles
Controlling Item Exposure Conditional on Ability in Computerized Adaptive Testing.
PUB DATE- Aug 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; *Adaptive Testing; Algorithms; *Computer Assisted Testing; Simulation; *Test Items
IDENTIFIERS- *Item Exposure (Tests); Large Scale Assessment; Paper and Pencil Tests; Randomization; Test Security

The interest in the application of large-scale adaptive testing for secure tests has served to focus attention on issues that arise when theoretical advances are made operational. Many such issues in the application of large-scale adaptive testing for secure tests have more to do with changes in testing conditions than with testing paradigms. One such issue is that of insuring item and pool security in the continuous testing environment made possible by the computerized administration of a test, as opposed to the more periodic testing environment typically used for linear paper-and-pencil tests. In the continuous testing environment of adaptive testing, methods have been developed in the past to use the computer to control the rate at which particular items are exposed to test-takers. These methods have typically employed randomization schemes, sometimes in reference to a particular target distribution of test-taker ability. This paper presents a new multinomial method of controlling the exposure rate of items conditional on the ability level of an individual test-taker. The properties of such conditional control on the exposure rates of items, when used in conjunction with a particular adaptive testing algorithm, are explored through five studies with simulated

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Blacks; Coping; *Creative Expression; *Ethnic Groups; *Individual Development; Minority Groups; *Psychological Patterns; Puerto Ricans; Racial Discrimination; *Racial Identification; Religious Cultural Groups; Social Change; Urban Education; Urban Youth

Racial and ethnic identity must be understood as an important determinant of the creative process and social dynamics, as well as understood as individual psychology. This collection of papers examines identity issues in the following chapters: (1) "Roots and Routes: Black Identity as an Outernational Project" (Paul Gilroy); (2) "Identity as Coping: Adolescent African-American Males' Adaptive Responses to High-Risk Environments" (Margaret Beale Spencer, Michael Cunningham, and Dena Phillips Swanson); (3) "In Search of Blackness and Afrocentricity: The Psychology of Black Identity Change" (William E. Cross, Jr.); (4) "Biracial Identity--Asset or Handicap?" (Elaine Pinderhughes); (5) "Transracial Adoptions and the Continuing Debate on the Racial Identity of Families" (Ezra E. H. Griffith and Ina L. Silverman); (6) "Coping with Stress through Art: A Program for Urban Minority Children" (Ian A. Canino); (7) "Images Used by African-Americans To Combat Negative Stereotypes" (Barbara A. Hudson); (8) "National Nightmares: The Liberal Bourgeoisie and Racial Anxiety" (Hazel V. Carby); (9) "Puerto Ricans and the Politics of Racial Identity" (Angelo Falcon); (10) "Black Religion and Racial Identity" (C. Eric Lincoln); and (11) "Conclusion: The Pageantry of Difference: The Psychological Development and Creative Expression of Racial and Ethnic Identity" (Howard C. Blue). References or notes follow each chapter. (Contains 9 figures, 30 photographs, and 4 tables.) (SLD)

ED 389 763 UD 030 680

Sheffer, Susannah
A Sense of Self: Listening to Homeschooled Adolescent Girls.
PUB DATE- 95
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Elementary Secondary Education; Family Relationship; *Females; Feminism; *Home Schooling; Interviews; Nontraditional Education; *Personality Traits; *Self Esteem; Sex Differences; *Student Attitudes

Research has documented that the self-esteem of girls plunges at adolescence. Whether this is true for girls educated outside the school system was studied through interviews with 20 homeschooled girls, a questionnaire completed by 20 more, and tape-recorded responses of 5 others. Subjects were asked to describe themselves and their interests, family relationships, friendships, and educations. Many of these girls chose to act in ways that resisted society's expectations, and many were very self-reflective about the paths their families had chosen for them, or the paths they were working out for themselves. Most of the girls talked about trusting themselves, pursuing their own goals, and maintaining friendships even when they and their friends were not in agreement. Looking at the attitudes and successes of homeschooled girls provides an oblique look at schools and their effects on girls and young women. The eight chapters in the book are entitled: (1) "'They cannot understand the freedom'"; (2) "Family Context"; (3) "'We don't have to agree'"; (4) "'I like who I am'"; (5) "Acts of Resistance"; (6)

supported two separation variables, freedom from negative emotions with father and involvement of father in everyday practical and personal affairs, as significant predictors of the relationship. Ethnic identity was established as a significant moderator of the psychological separation/college adjustment relationship. Multiple analysis of variance revealed that more paternal than maternal separation was evident and that males were more separated than females in this Chicano/Latino sample. Discussion is focused on within-group issues, including shifting gender roles and cultural norms. (Contains 3 figures, 10 tables, and 25 references.) (Author)

ED 389 784   UD 030 703

Maine Kids at Risk: Juvenile Violence and Crime. Hearing on Strategies To Combat Juvenile Violence and Crime in the State of Maine before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, One Hundred Third Congress, Second Session (Portland, ME, April 8, 1994).
PUB DATE- 95
NOTE- 64p.; Serial No. J-103-54.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *At Risk Persons; Child Abuse; *Delinquency; Drug Abuse; *Government Role; Intervention; *Juvenile Gangs; Prevention; *Resource Allocation; Social Services; *Violence; Youth Programs
IDENTIFIERS- Congress 103rd; *Maine

Evidence was gathered from those involved with at-risk children and juvenile offenders in Maine on how the Federal Government can best help states and communities battle juvenile crime. The kinds of prevention and intervention programs that work were considered, with the allocation of public resources an underlying concern. Panels of educators, social service providers, youth workers, community representatives, and young people in the process of turning their lives around made it clear that simply holding youthful offenders accountable for crimes is not enough. Governments need to work to eliminate domestic violence, child abuse and neglect, and drug abuse. Programs must improve the self-esteem of young participants. Mothers and fathers must be held accountable for their children's well-being, and when they ask for help, they should receive it. Although the overall incidence of youth crime in Maine has remained relatively stable when compared to other parts of the country, there is widespread agreement that there has been a proliferation of juvenile crime. Lessons taught by the citizens of Maine have national implications. (SLD)

ED 389 785   UD 030 704

Wallace, Joy, Ed.
Equity Benchmarks for Vermont.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Check Lists; Curriculum; Educational Administration; Educational Assessment;

Implementation; *Research Utilization; *School Effectiveness

In a survey of educational researchers, school and district administrators, and policymakers, 1,818 respondents rated educational practices and policies according to their influence on learning and assessability. Classroom practices, design and delivery of curriculum, and schoolwide practices were rated as more influential than federal, state, and district policies; however, the latter were rated as more assessable. In general, researchers and practitioners agreed about which practices and policies are influential but not about their assessability. Practices and policies rated both influential and assessable are the most feasible for use in educational planning and evaluation; those rated influential but less assessable call for development of new observational measures. This survey data can be used to guide local program development, assessment development, and the monitoring of program implementation and evaluation of outcomes. (Contains 8 tables, 2 figures, and 47 references.) (Author)

ED 389 806 UD 030 725

Wang, Margaret C.; Kovach, John A.

Bridging the Achievement Gap in Urban Schools: Reducing Educational Segregation and Advancing Resilience--Promoting Strategies. Publication Series #95-9.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 95

NOTE- 20p.; Paper presented at a Conference of the Urban Education National Network of the Regional Educational Laboratories (Washington, DC, May 5, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *At Risk Persons; Decentralization; Economic Factors; Elementary Secondary Education; Ethnic Groups; Family School Relationship; School Community Relationship; *School Segregation; Teacher Expectations of Students; *Teaching Methods; Urban Areas; Urban Problems; *Urban Schools; Urban Youth

IDENTIFIERS- *Language Minorities; *Resilience (Personality)

The impact of the changing macroecological characteristics of cities on school performance is explored, and what can be done to reduce the achievement shortcomings among urban students from ethnic and language minority backgrounds is considered. The increase in residential segregation and thereby educational segregation in urban schools is as much an economic as a social response to the decentralization of cities and the changing urban economic order. These changes, taken together, translate into a marked achievement gap between urban schools and the national norms. School success can be promoted by fostering resilience among urban youth. Two major guidelines derived from research and experience have received increasing attention for potentially reducing the risk factors associated with urban life. One is forging greater school connections with families and the community to support resilience development and student learning. The other is reducing educational segregation within the schools and implementing responsive and powerful instructional practices to ensure the learning success of every student. Specific strategies are presented to make the public schools inclusive and integrated. (Contains 48 references.) (SLD) determining schools' success in promoting social or affective outcomes. Because of this focus, the review tells more about the correlates of academic effectiveness. Results of the review did not support the view that any one particular teaching style is more effective than others, but did indicate that flexibility and the ability to adapt teaching approaches are more important than notions of any single style. (Contains 186 references.) (SLD)

ED 389 827 UD 030 747

Cheng, Maisy
Issues Related to Student Part-Time Work: What Did Research Find in the Toronto Situation and Other Context? No. 215.
PUB DATE- Oct 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Extracurricular Activities; Foreign Countries; High Schools; *High School Students; Homework; *Part Time Employment; Student Attitudes; *Student Employment; Time Management; *Working Hours; Youth Employment
IDENTIFIERS- *Ontario (Toronto)

Research done during the last 10 years on part-time employment of secondary students was compared with results of a study of part-time employment in Toronto (Ontario, Canada). The literature has indicated that whether part-time work is beneficial or harmful depends on the amount of time students spend at work. In comparison with students with no jobs and students who work long hours, students who work limited hours (up to 15 per week) tended to demonstrate superior academic performance. They tended to spend more time on homework and extracurricular activities and to have lower dropout rates. More than 15 to 20 hours a week was associated with negative academic results. Part-time employment among Toronto students was explored through the 1991 Every Secondary Student Survey, the Ontario Provincial assessment of student writing, and a local school survey on the after-school activities of 71 students. Data on Toronto students support the findings of other research. Working was more advantageous to students than not working, provided the hours were moderate (up to 15 hours a week). Four appendixes present tables that summarize the impact of part-time work on students. (Contains 4 figures and 1 table in the text and 32 references.) (SLD)

ED 389 828 UD 030 748

How Communities Can Bring Up Youth Free from Fear and Violence.
SPONS. AGENCY- American Legion Child Welfare Foundation, Inc., Indianapolis, Ind.; Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- Jul 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Child Welfare; *Community Involvement; Participation; *Prevention; Program Descriptions; Safety; *Urban Areas; *Violence; *Youth Programs

multiple choice items, the linear factor analysis of item parcel scores, made of small mutually exclusive collections of items hypothesized to measure the same underlying dimension, was used. Six confirmatory factor analysis models were tested with each of five data samples. Two contained high school AP candidates with no out-of-school French language experience (n=1,500 each), and a third consisted of candidates who had spent a significant amount of time in a French-speaking country (n=1,418). A fourth sample contained 477 AP candidates who regularly spoke or heard French at home, and the final sample contained 302 students with no out-of-class experience enrolled in third year college French. In all samples the examination appeared to measure four major dimensions associated with listening, reading, writing, and speaking. For those without out-of-school experience, the examination displayed invariance of factor loadings and errors of measurement. Factor structures were similar for groups with similar out-of-school French language experience. (Contains 15 tables, 1 figure, 2 tabular appendixes, and 13 references.) (SLD)

ED 389 720 TM 024 220

Hale, Gordon A.
The Interaction of Student Major-Field Group and Text Content in TOEFL Reading Comprehension. TOEFL Research Reports 25.
PUB DATE- Jan 88
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biological Sciences; *College Students; *English (Second Language); Graduate Study; Higher Education; Humanities; *Interaction; *Majors (Students); *Performance; Physical Sciences; Reading Tests; Social Sciences; Statistical Significance; *Test Format
IDENTIFIERS- Nonnative Speakers; *Test of English as a Foreign Language

It was hypothesized that a student's major-field area interacts with the text content in determining performance on the Test of English as a Foreign Language (TOEFL) reading passages. Results with 32,467 graduate school applicants, all nonnative English speakers, supported the study's hypothesis, as students in two major-field groups, the humanities and social sciences and the biological and physical sciences, performed significantly better on passages related to their own groups than on other passages for three of the four test forms examined. Although the hypothesized interaction was statistically significant for most of the test forms, the effect was relatively small, as expressed in terms of points on the TOEFL scale. As a practical matter, the effect seems to be relatively small with typical TOEFL reading passages. Statistically, however, the results showed the effect to be a reliable phenomenon, even if relatively small in magnitude, supporting the theoretical view that a student's major-field interrelates with the text content in determining reading performance. Appendix A contains 7 supplemental tables, appendix B lists the major fields in the four categories; appendix C presents sample reading passages used in the study; and appendix D gives TOEFL subject matter classifications. (Contains 7 tables, 10 figures, and 13 references.) (SLD)

ED 389 721 TM 024 221

Dorans, Neil J.; And Others

data. (Contains 1 table, 7 figures, and 17 references.) (Author)

ED 389 741 TM 024 370

Mills, Craig N.; Stocking, Martha L.
Practical Issues in Large-Scale High-Stakes Computerized Adaptive Testing.
PUB DATE- Aug 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Item Banks; Psychometrics; *Scoring; Selection; Simulation; Test Construction; *Testing Problems; *Test Items; Theory Practice Relationship
IDENTIFIERS- *High Stakes Tests; Item Exposure (Tests); *Large Scale Assessment; Test Security

Computerized adaptive testing (CAT), while well-grounded in psychometric theory, has had few large-scale applications for high-stakes, secure tests in the past. This is now changing as the cost of computing has declined rapidly. As is always true where theory is translated into practice, many practical issues arise. This paper discusses a number of such issues and outlines potential problems and potential solutions. The purpose is to encourage further development of solutions to these and other practical issues facing measurement professionals involved in CAT implementation. Practical issues explored include: (1) establishing test designs through simulation studies; (2) selecting the first item; (3) choosing the stopping rule; (4) scoring adaptive tests; (5) incorporating the test plan; (6) administering items belonging to sets; (7) facilitating item ordering; (8) controlling item exposure; (9) controlling item overlap; (10) providing item review; (11) dealing with item omissions; (12) allowing for incomplete tests; (13) establishing comparability; (14) developing CAT pools; (15) maintaining CAT pools; (16) developing and prototyping new item types; (17) complying with disclosure requirements; and (18) accommodating low-volume tests. (Contains 19 references.) (Author/SLD)

ED 389 742 TM 024 371

Lawrence, Ida M.; And Others
DIF Data on Free-Response SAT I Mathematical Items.
PUB DATE- Aug 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Comparative Analysis; *Item Bias; *Mathematics Tests; Multiple Choice Tests; Pretests Posttests; *Racial Differences; *Sex Differences; Test Format; *Test Items; White Students
IDENTIFIERS- *Free Response Test Items; *Scholastic Aptitude Test

This research summarizes differential item functioning (DIF) results for student produced response (SPR) items, a nonmultiple-choice mathematical item type in the Scholastic Aptitude Test I (SAT I). DIF data from 4 field trial pretest administrations (620 SPR items) and 10 final forms (100 SPR items with samples ranging from about 58,000 to over 250,000) were examined. For the male/female comparison, the SPR item type exhibited negligible DIF. The male/female DIF results for the SPR items resembled DIF results for the multiple-choice

"'A whole different person'"; (7) "'More aware of my femaleness'"; and "Brining Resistance into School." (Contains 37 references.) (SLD)

ED 389 764 UD 030 682

Sowell, Thomas
The Vision of the Anointed. Self-Congratulation as a Basis for Social Policy.
PUB DATE- 95
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Elitism; Ideology; *Mass Media Role; *Policy Formation; Political Attitudes; Political Influences; *Public Policy; Social Action; *Social Change; Social Problems; Sociocultural Patterns; Urban Areas
IDENTIFIERS- Discourse; *Elite Values; *Self Righteousness

Most contemporary social and political discourse in the United States takes place within a particular framework of assumptions. The rise of mass media, mass politics, and massive government means that an elite group of articulate people have great leverage in determining the course of the whole society. This book examines the vision of the country's elite intelligentsia, the anointed, and explores how their vision consists of a set of self-congratulatory assumptions that are rhetorical assertions rather than critical thinking. The prevailing vision of our time holds that those who are not in agreement are on a lower plane morally, inferior to the benighted who hold other views. When social policies favored by the anointed fail, a pattern of crisis, proposed solution, results, and response that does not acknowledge failure ensues. The contemporary vision of the anointed treats reality as highly malleable and handles unpleasant experiences as readily preventable. The self-flattering and self-centered vision of the anointed makes assumptions that empirical evidence cannot confirm. The nine chapters in this book are entitled: (1) "Flattering Unction"; (2) "The Pattern"; (3) "By the Numbers"; (4) "The Irrelevance of Evidence"; (5) "The Anointed versus the Benighted"; (6) "Crusades of the Anointed"; (7) "The Vocabulary of the Anointed"; (8) "Courting Disaster"; and (9) "Optional Reality." (SLD)

ED 389 765 UD 030 683

Jacobson, Cardell K., Ed.
American Families: Issues in Race and Ethnicity. Garland Library of Sociology, Volume 30. Garland Reference Library of Social Science, Volume 1015.
PUB DATE- 95
NOTE- 527p.; Most of the papers in this volume were originally presented at a conference held at Brigham Young University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Ethnic Groups; *Family Characteristics; Family Relationship; Family Structure; Hispanic Americans; Interpersonal Relationship; Jews; *Parent Child Relationship; Parenting Skills; Racial Factors; *Racial Identification; *Socialization

This collection examines and explains racial and ethnic family patterns in the United States. Identities, including racial and

*Educational Environment; Elementary Secondary Education;
*Equal Education; *Labor Force; Professional Development;
*State Programs
IDENTIFIERS- Benchmarking; *Vermont

Unless communities create equitable learning environments, many students will be excluded from learning and will not be fully prepared for the workforce of the future. The Vermont Institute for Science, Math and Technology has developed benchmarks to assure educational equity. Benchmarks are listed for the following areas: (1) school and classroom climate; (2) curriculum; (3) assessment; (4) professional development; (5) management and governance; (6) community outreach; and (7) access to technology. Following the benchmarks listed for each area, a checklist is presented to help educators assess existing educational equity in their own communities. The "Equity Reality Check" asks questions about the same areas. A list of equity resources organizations in Vermont is included. (SLD)

ED 389 786 UD 030 705

Grossman, Herbert
Teaching in a Diverse Society.
PUB DATE- 95
NOTE- 353p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; Cultural Awareness; Cultural Differences; *Cultural Pluralism; Elementary Secondary Education; *Equal Education; Ethnic Groups; Immigrants; *Racial Bias; Rural Youth; *Sex Bias; Socioeconomic Status; Teacher Education; *Teaching Methods; Urban Youth
IDENTIFIERS- Preservice Teachers

The goal of this text is to help educators recognize and reduce ethnic, socioeconomic, gender, contextual, and communicative disparities and inequalities in school. It is designed for preservice educators and attempts to help them understand the influence of diversity factors on the educational careers of their students. Chapter 1 describes the problems that need to be addressed. Chapters 2 through 4 examine the causes and solutions of ethnic and socioeconomic disparities. Chapter 5 deals with contextually appropriate education, focusing on immigrant and refugee students, migrants, rural youth, middle-class, affluent, suburban students, and victims of child neglect and abuse. Chapter 6 explores communicatively appropriate education, emphasizing the problems of limited English proficiency and ethnic or minority differences in communication style or dialect. Chapters 7 and 8 help educators deal with the impact of students' gender and sexual orientation. Chapters 9 through 11 help educators select nonbiased and nonsexist assessment and instruction approaches and classroom management techniques. Each chapter contains references. (SLD)

ED 389 787 UD 030 706

Walker-Moffat, Wendy
The Other Side of the Asian American Success Story. The Jossey-Bass Education Series.
PUB DATE- 95

ED 389 807 UD 030 726

Wang, Margaret C.; And Others
Educational Resilience: An Emergent Construct. Publication Series #95-10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Disadvantaged Youth; Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; Models; *Parent Participation; Parent Role; School Effectiveness; *Teacher Role; *Urban Schools; Urban Youth
IDENTIFIERS- *Resilience (Personality)

Psychological theory holds that resilient infants, children, and youth can do well even in adverse circumstances. Corroborative research in preventive psychopathology, longitudinal cases of resilient development, and effective education suggests an ecological framework that organizes findings and can help guide research on educational resilience within the contexts of the home, school, and community. Protective and adverse factors and indicators of each can be identified for each context. The framework integrates literature on educational and psychological conditions and programs that may be altered for increased learning and constructive development. It suggests improved practices and collaborative roles for educators, parents, and psychologists that seem likely to promote educational resilience. (Contains 1 table and 116 references.) (Author)

ED 389 808 UD 030 727

Dei, George J. Sefa
Disengaging from School. Draft.
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Disadvantaged Youth; Dropouts; *Educational Environment; Elementary Secondary Education; Foreign Countries; Minority Groups; Nontraditional Education; Parent Attitudes; Power Structure; School Effectiveness; *Student Attitudes; Student Motivation; *Urban Schools; Urban Youth
IDENTIFIERS- Afrocentrism; *Ontario; Student Disengagement; Student Engagement

Findings of a 3-year study of the experiences of Black and African-Canadian students in the Ontario public school system are presented. The paper focuses on urban students in four schools and on their parents' perceptions of public schooling.

This document describes the extent of the violence problem, names some key causes, presents some successful strategies, and outlines how a number of communities have developed and carried out thoughtful, coordinated game plans. Part 1 frames the problem, presenting facts, causes, and costs, and explaining the value of prevention. Part 2 illustrates concrete strategies that can reduce youth violence by: (1) developing ways to support families; (2) ensuring safe childhoods; (3) involving young people in education, social, recreational, and employment activities; and (4) encouraging youth to participate in healthy and supportive communities as leaders and citizens. Part 3 describes five cities that have developed comprehensive approaches to implementing these strategies. San Antonio (Texas), Minneapolis (Minnesota), Boston (Massachusetts), Savannah (Georgia), and Little Rock (Arkansas) are taking a coordinated approach to violence reduction. Part 4 presents 27 organizations and 24 publications as resources that can provide more detailed information for violence reduction programs. (SLD)

ED 389 829 UD 030 749

Hand in Hand: How Nine Urban Schools Work with Families and Community Services.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Community Involvement; *Community Services; Elementary Secondary Education; *Family Programs; Health Programs; *Integrated Activities; Partnerships in Education; Profiles; Program Descriptions; Program Development; *Social Services; *Urban Schools

Nine schools report in this document on the challenges, successes, and lessons they have experienced while setting up Family Centers and bringing health and social services into their schools. These schools are part of a professional network of urban schools begun and facilitated by the Regional Laboratory for Educational Improvement of the Northeast and Islands through its Designing Schools for Enhanced Learning Initiative. Called the Urban Working Party, this network consists of school teams that include teachers, administrators, other school professionals, parents, and social workers. A profile of each school describes the systems of integrated social services that they are developing. Schools are located in Puerto Rico, Connecticut, Massachusetts, New York, and Rhode Island. Appendix A lists 13 sources for further reading. Appendix B presents an activity to develop critical inquiry skills. Appendix C lists Urban Working Party participants. (SLD)

ED 389 830 UD 030 750

Wilson, Amani
Violence and Traumatic Stress in Urban Schools. Occasional Paper Series: Volume 10, Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

The Standardization Approach to Assessing Differential Speededness.
PUB DATE- May 88
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; Black Students; *Ethnic Groups; *Evaluation Methods; Hispanic Americans; *Item Bias; Item Response Theory; *Racial Differences; *Test Wiseness
IDENTIFIERS- Omitted Responses; Scholastic Aptitude Test; *Speededness (Tests); *Standardization

An adaptation of the standardization approach to assessing differential item functioning that applies to all item responses, including omits and not reached, is described. Applications of this method to evaluate differential speededness show that there is evidence of differential speededness for Blacks and Hispanics, but not for Asian Americans. Data from a study by A. P. Schmitt and C. A. Bleistein (1987) and from a recent form of the Scholastic Aptitude Test were used. There may be a dependency between differential speededness and test section location. Differential speededness may be more noticeable when the test section is located at the beginning of a test. Implications of these findings for evaluations of content-related differential item functioning and on differential test-taking strategies are described. (Contains five figures and eight references.) (Author/SLD)

ED 389 722 TM 024 222

Hale, Gordon A.; And Others
Multiple-Choice Cloze Items and the Test of English as a Foreign Language. TOEFL Research Reports 26.
PUB DATE- Mar 88
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Cloze Procedure; *English (Second Language); Estimation (Mathematics); Grammar; *Item Response Theory; Language Tests; Listening Comprehension; *Multiple Choice Tests; Reading Comprehension; Skills; Test Items; Vocabulary
IDENTIFIERS- Language Minorities; Nonnative Speakers; *Test of English as a Foreign Language

This study examined the relation of performance on the Test of English as a Foreign Language (TOEFL) to a widely used variant of the cloze procedure, the multiple choice (MC) cloze method. Examinees taking an operational TOEFL (n=11,290) were given three basic sections of the test along with a section containing prepared MC cloze items, and performance on each was examined for each of nine major language groups. Exploratory and confirmatory factor analyses suggested that, from a practical standpoint, TOEFL performance can be adequately described by two factors relating to listening comprehension and then to all other parts of the test. Examination of the MC cloze test showed that the total score was relatively reliable, and that it was possible to estimate item response theory parameters for the MC cloze items with reasonable accuracy. However, there was no strong empirical evidence that the items types within the MC cloze test reflected distinct skills. It appeared that skills associated with grammar, vocabulary, and reading comprehension are highly interrelated as assessed by items in the SAT. For the African American/White comparison, SPR items exhibited more DIF than multiple-choice items. (Moderate or sizable DIF on multiple choice items in the old and new SAT-M is rare.) In particular, when African American test-takers were compared to matched groups of White test-takers, they performed less well than White test-takers on the SPR items. Although the level of African American/White DIF on SPR items was elevated, relative to the multiple-choice items, none of the SPR items in any of the final forms were flagged for exhibiting extreme DIF. The relationship between DIF and discrimination is discussed as a possible explanation for the elevated level of DIF on the SPR items. An appendix contains eight scatter plots. (Contains 6 tables, 14 figures, and 18 references.) (Author/SLD)

ED 389 743 TM 024 376

Kaiser, Paul D.; Brull, Harry
New Stuff in I/O (In-Baskets and Orals). The Development, Administration and Scoring of In-Baskets and Orals for the New York State Correction Captain Examination.
PUB DATE- 29 Jun 94
NOTE- 21p.; Paper presented at the International Personnel Management Association Assessment Council Conference (Charleston, SC, June 29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competitive Selection; Correctional Rehabilitation; Decision Making; Educational Innovation; Evaluators; Interrater Reliability; *Personnel Selection; *Scoring; Simulation; *Test Construction; Testing; Test Items; Test Results
IDENTIFIERS- *In Basket Simulation; *Oral Examinations; Performance Based Evaluation

The design, administration, scoring, and results of the 1993 New York State Correctional Captain Examination are described. The examination was administered to 405 candidates. As in previous Sergeant and Lieutenant examinations, candidates also completed latent image written simulation problems and open/closed book multiple choice test components. New approaches to constructing the examination permitted the inclusion of in-baskets and orals. The in-basket items required candidates to handle relatively complex situations. Candidates were then asked specific questions about their decisions. Scoring was by rater pairs formed of a civil service examiner and a corrections subject matter expert. Each rater pair scored a small subset of items for each candidate, becoming item experts who could evaluate a small set of responses rapidly and consistently. The inclusion of oral interviews provided other challenges. The interviews were conducted by a trained civil service examiner who asked standardized questions. Assessors, Department of Corrections personnel above the rank of captain, evaluated responses on a 9-point scale. Both in-basket and oral processes proved to be efficient and economical. Two appendixes contain an examination type synopsis and the history of litigation about corrections department examinations. (Contains 10 tables.) (SLD)

ED 389 744 TM 024 377

Feuer, Michael J., Ed.; Kober, Nancy, Ed.
Anticipating Goals 2000. Standards, Assessment, and Public Policy. Summary of a Workshop (Washington, D.C., March 9,

ethnic ones, are formed and harbored in the family. One's identity influences one's interaction with members of other groups and individuals' behaviors in a number of ways that reflect group membership. The 22 papers in this collection explore racial and ethnic identities, beginning with discussions of the current status of Black, Asian American, American Indian, Hispanic, and Jewish families in a section entitled "The Current States of Racial and Ethnic Families." A section on "Parenting and Socialization in Ethnic Families" considers the roles of family members in the family and society and parenting practices. "Interracial Dating, Mate Selection, and Marriage" contains four chapters on racial attitudes. A final section, "Education and Family Structure Issues," presents four chapters on marriage and the family among ethnic groups. References follow each chapter. (Contains 7 figures and 68 tables.) (SLD)

ED 389 766 UD 030 684

Featherston, Elena, Ed.
Skin Deep: Women Writing on Color, Culture and Identity.
PUB DATE- 94
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Authors; Cultural Differences; *Culture; *Ethnic Groups; *Females; Feminism; *Life Events; *Minority Groups; Racial Attitudes; Racial Bias; *Racial Identification; Sex Discrimination

This anthology contains 48 selections about being a woman of color in the United States. The first section, "The Paradox of Color: Living in an 'Unsane' World," considers the emotional amputations as well as the spiritual powers that are derived from the woman's struggle to "be" in her skin. The second section, "On Becoming 'AdNormal': Finding, Creating, and Accepting Wellness," suggests ways of unlearning destructive behaviors and attitudes that affect people of color, and moving toward self-defined emotional, mental, physical, and spiritual health. There is no homogeneity among women of color in the United States. The women represented in this collection are African, Asian, Sephardic Jew, Latina, Middle Eastern, Native Hawaiian, First Nation, and various mixtures. Some have never before been published; others are well-known to many. Their perceptions are presented to encourage women to be more accessible to each other. A 52-item reading list and a 51-item resource list are included. (SLD)

ED 389 767 UD 030 685

Willie, Charles V., Ed.; And Others
Mental Health, Racism, and Sexism.
PUB DATE- 95
NOTE- 461p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Drug Therapy; Ethnic Groups; Homeless People; *Mental Health; Mental Health Programs; Psychological Characteristics; Racial Bias; *Racial Discrimination; Sex Bias; *Sex Discrimination; *Stereotypes; *Urban Problems; Urban Youth

This volume, successor to the 1973 volume "Racism and Mental Health," presents a range of perspectives on mental health,

NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Asian Americans; Biculturalism; Counseling; *Cultural Differences; Educational Environment; Elementary Secondary Education; Ethnic Groups; *Family Programs; *Hmong People; Immigrants; Minority Groups; *Multicultural Education; *Racial Discrimination
IDENTIFIERS- *Model Minority Groups

A primary purpose of this book is to show the danger of racism and inaccuracy in the often-told Asian American success story by telling about the other side of Asian American academic success. Outlining an approach to family-based multicultural education, the book provides a model for paraprofessional, bicultural counselors to meet the needs of students, their parents, and school administrators. The book opens with the story of a Hmong girl that illustrates the difficulties often encountered by Hmong and other Southeast Asian children in their efforts to pursue an American education. Chapters 1 and 2 provide background information about the Hmong and other Asian Americans. Chapter 3 describes the experiences of Hmong children in two school districts in California and on the east coast. Chapters 4 and 5 focus on cultural influences and the challenges that exist in the present school system. Chapter 6 offers a theory of family-based multicultural education to counter the deficit theories that have been at the root of schools' inadequate responses to the needs of immigrants. Teaching methods are not as important as teacher attitudes, which should reflect a belief in cultural difference as strength. (Contains 1 table and 130 references.) (SLD)

ED 389 788 UD 030 707

Danziger, Sheldon; Gottschalk, Peter
America Unequal.
PUB DATE- 95
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Factors; Equal Opportunities (Jobs); Financial Support; Government Role; Labor Economics; *Labor Market; Low Income Groups; *Policy Formation; *Poverty; *Public Policy; Resource Allocation; Social Class; Social Problems; Structural Unemployment; *Welfare Services
IDENTIFIERS- *Reform Efforts

This analysis of economic conditions in the United States challenges the view, emphasized during the 1994 Congressional elections, that restraining government social spending and reforming welfare should be the country's top domestic policy priority. It is argued instead that the major domestic priority should be to address an economic environment that has been hostile toward less-skilled workers since the early 1970s. Americans tend to cite the behavior of the disadvantaged as the primary cause of poverty, rather than the economic changes that have made it so hard for millions to make ends meet. The poor and the middle class have fared so badly because of the erosion of labor market opportunities, not because of the erosion of the work ethic. Policies are proposed that would reduce poverty by supplementing the earnings of low-wage workers and increasing the employment prospects of the jobless. Demand-side policies of this sort are essential for correcting a labor market that cannot absorb less-skilled and less-experienced

Interviews were held with nearly 150 African Canadian students, including 22 dropouts, some of whom returned to school. Surveys were completed by 145 of these students. It is argued that a critical interrogation of individual narratives provides alternative and disturbing insights into how schooling and education in Euro-Canadian and American contexts function to engage some students, while disengaging others. African-centered schools are also discussed as an alternative educational strategy to address the fundamental concerns of student disengagement and underachievement in mainstream schools. Canadian schools need to be more inclusive and to be governed by principles that stress power sharing with all stakeholders in the educational system. (Contains 47 references.) (SLD)

ED 389 809 UD 030 728

Diver-Stamnes, Ann C.
Lives in the Balance: Youth, Poverty, and Education in Watts. SUNY Series, Urban Voices, Urban Visions.
PUB DATE- 95
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Failure; *Causal Models; Economic Factors; Elementary Secondary Education; *Family Characteristics; *Inner City; Juvenile Gangs; *Poverty; Social Change; *Stress Variables; Substance Abuse; Urban Problems; *Urban Schools; Violence
IDENTIFIERS- *California (Watts)

This analysis of causes of poverty in the Watts section of Los Angeles (California) and other inner-city communities and of the effects of poverty on children considers exogenous factors that affect lives and behaviors, focusing on the situations of high school students. The first five chapters are arranged around issues cited by those who blame the poor for their own plight: (1) academic failure; (2) dysfunctional families (by dominant culture standards); (3) gangs; (4) substance abuse; and (5) stress, education, and the inner city. Causal factors for these problems are examined. Chapter 6 examines the 1992 upheaval in South-Central Los Angeles, the factors that lead to the violence, and what society can do. Chapter 7, the final chapter, offers suggestions for change that pertain to each of the areas previously discussed. The hopelessness in inner cities in the United States can only be combatted by an infusion of real hope manifested in a societal commitment to social change. (Contains 93 references.) (SLD)

ED 389 810 UD 030 729

Miller, Lynda; And Others
Cultural Cobblestones: Teaching Cultural Diversity. School Library Media Series, No. 4.
PUB DATE- 94
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indians; Apartheid; *Cultural Awareness; Cultural Differences; Cultural Pluralism; *Ethnicity; High

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Community Involvement; *Educational Environment; Elementary Secondary Education; *Prevention; *Professional Development; Psychological Services; School Community Relationship; School Safety; *Stress Variables; Teacher Education; Urban Problems; *Urban Schools; *Violence

IDENTIFIERS- *Traumas; Victimization

The magnitude of crime, violence, victimization, and associated disruption in the urban schools of the United States severely impairs the educational process and the normal psychological development of many students. The problems of urban schools result from the problems of the larger community, but the community also holds the solutions to violence and traumatic stress. Increased cooperation between the school and the community can be implemented through a variety of channels. Community and parent involvement in various forms is critical to violence prevention. Professional development for teachers can prepare them to address violence and the consequences of urban stress with their students while creating an educational environment that fosters conflict resolution. Any approach to the complex phenomenon of urban violence, victimization, and traumatic stress must be systemic. Enhancing psychological services, ensuring adequate nutrition, and providing a safe and caring environment will contribute to closing the achievement gap and relieving the effects of urban problems. (Contains 42 references.) (SLD)

the TOEFL and the MC cloze test. Five appendixes provide supplemental information about the analyses performed. (Contains 13 tables, 8 figures, and 37 references.) (SLD)

ED 389 723 TM 024 223

Stecher, Brian
On the Road toward Educational Technology Use: Second Year Research Findings from California's Model Technology Schools.
PUB DATE- Aug 91
NOTE- 70p.; Pages cited in the Table of Contents are not accurate.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Educational Philosophy; *Educational Technology; Elementary Secondary Education; Grants; Outcomes of Education; Program Evaluation; *Program Implementation; *Staff Development; State Programs; *Technological Advancement
IDENTIFIERS- *California; *Model Technology Schools

A study was undertaken to summarize the results of the first 2 years of the Model Technology Schools (MTS) program in California. Research and evaluation reported from the five MTS schools were analyzed to provide information about basic questions. MTS projects involved the use of technology in instruction, administration, and school-community involvement. Five sites were selected to receive MTS funding in 1987-88. These projects focused on their original goals despite delays in obtaining program materials, and they conducted staff development activities as expected. There was clear evidence that MTS projects had impacts on instruction and curriculum, and there were clear indications of positive student changes in each of the MTS projects. A number of factors were identified that affected the implementation of the MTS projects, and the key areas of central philosophy, staff development emphasis, and the role of technology were highlighted as essential to successful implementation. Activities related to the defined statewide goals were being carried out at all project sites, although it was too early to draw conclusions about project effectiveness. Some recommendations are made for program continuation and educational policy. Two appendixes present a report on the MTS projects and a framework for reporting results. (Contains 13 references.) (SLD)

ED 389 724 TM 024 224

Pashley, Peter J.
An Alternative Three-Parameter Logistic Item Response Model.
PUB DATE- Feb 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Equations (Mathematics); *Guessing (Tests); *Item Response Theory; *Maximum Likelihood Statistics; Models
IDENTIFIERS- Asymptotic Distributions; Four Parameter Model; *Three Parameter Model; Two Parameter Model

Birnbaum's three-parameter logistic function has become a common basis for item response theory modeling, especially within situations where significant guessing behavior is evident. This model is formed through a linear transformation of the two-parameter logistic function in order to facilitate a lower asymptote. This paper discusses an alternative three-parameter logistic model in which the asymptote parameter is a linear

1994). Board Bulletin.
PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Accountability; *Educational Assessment; Educational Change; Educational Policy; Elementary Secondary Education; Policy Formation; *Public Policy; School Districts; State Programs; *Test Construction; Workshops
IDENTIFIERS- Goals 2000; Reform Efforts

The Board on Testing and Assessment of the National Research Council convened a workshop in 1994 to help policymakers and others better understand the complex issues emerging from the standards-based educational reform movement. This bulletin synthesizes the workshop discussions. It is organized around four major themes that emerged from the presentations: (1) the implications of using standards as accountability tools; (2) the challenges of designing assessments related to standards; (3) the implications of building the new form of education federalism implied by standards-based reform; and (4) the challenges of strengthening the state and local capacities to implement standards and linked assessments. Each section contains a brief review of the main issue, a synthesis of the views raised during the workshop discussion, and a list of questions for further analysis. Steps that will have to be taken to make the vision of standards-based reform a reality are outlined. An appendix describes the workshop agenda and lists participants. (SLD)

ED 389 745 TM 024 378

Vos, Hans J.
A Compensatory Model for Simultaneously Setting Cutting Scores for Selection-Placement-Mastery Decisions. Research Report 94-17.
PUB DATE- Nov 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; *Computer Assisted Instruction; Criteria; *Cutting Scores; Decision Making; Evaluation Criteria; Foreign Countries; *Mastery Tests; Medical Students; Scores; *Selection; *Student Placement
IDENTIFIERS- Monotonicity Analysis; Optimization; Simultaneous Interpretation

A method is proposed for optimizing cutting scores for a selection-placement-mastery problem simultaneously. A simultaneous approach has two advantages over separate optimization. First, test scores used in previous decisions can be used as "prior data" in later decisions, increasing the efficiency of the decisions. Then, more realistic utility structures can be defined using final success criteria in utility functions for earlier decisions. An important distinction is made between weak and strong decision rules. Weak rules are allowed to be a function of prior test scores. Conditions for optimal rules to be monotone are presented, and it is shown that optimal weak monotone rules are compensatory by nature. Results from an empirical example of instructional decision making illustrate the differences between simultaneous and separate approaches. Subjects were 71 medical students receiving interactive video or computer-aided instruction. (Contains 2 tables, 2 figures, and 17 references.) (SLD)

prejudice, and discrimination. Contributors are of multiracial, multiethnic, and gender-diverse backgrounds. They use their existential experiences to analyze pressing mental health and mental illness issues. Contributions include: (1) "Connections between Racism and Mental Health" (Castellano B. Turner and Bernard M. Kramer); (2) "Sexism and Women's Psychological Status" (Patricia Perri Rieker and M. Kay Jankowski); (3) "The Decline of Public Mental Health in the United States" (Elaine R. Brooks, Maria Zuniga, and Nolan E. Penn); (4) "Racial, Ethnic, and Mental Illness Stereotypes: Cognitive Process and Behavioral Effects" (John Townsend); (5) "Racism and African American Adolescent Development" (James P. Comer); (6) "Transracial Adoptions" (Joyce A. Ladner and Ruby M. Gourdine); (7) "Teenage Motherhood" (Constance Willard Williams); (8) "Inner-City Community Mental Health: The Interplay of Abuse and Race in Chronically Mentally Ill Women" (Elaine (Hilberman) Carmen); (9) "Lives in Jeopardy: Women and Homelessness" (Ellen L. Bassuk); (10) "Turbulence on the College Campus and the Frustration-Aggression Hypothesis" (Charles Vert Willie and Jayminn Sulir Sanford); (11) "Stress Analogs of Racism and Sexism: Terrorism, Torture, and Disaster" (Chester M. Pierce); (12) "Sex and Gender as Critical Variables in Psychotropic Drug Research" (Jean A. Hamilton); (13) "Training for Culturally Appropriate Mental Health Services" (Harriet P. Lefley and Evalina W. Bestman); (14) "Women's Mental Health: Research Agenda for the Twenty-first Century" (Nancy Felipe Russo); and (15) "A Brief History of the Center for Minority Group Mental Health Programs at the National Institute of Mental Health" (Bertram S. Brown and K. Patrick Okura). References follow each chapter. (Contains 27 figures and 10 tables.) (SLD)

ED 389 768   UD 030 687

Tarpley, Natasha, Ed.
Testimony: Young African-Americans on Self-Discovery and Black Identity.
PUB DATE- 95
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Black History; Black Literature; *Blacks; Elementary Secondary Education; *Ethnic Groups; Minority Groups; Racial Bias; Racial Discrimination; *Racial Identification; *Self Concept; *Synthesis; *Urban Youth
IDENTIFIERS- *African Americans

In this anthology, which ranges from essays through poetry, young African Americans express their understandings of their generation's shared experiences with racism, the educational system, and society as a whole, while affirming what it is to be Black in America. Many of the 57 selections are grounded in a moment of self-recognition, as the writer resynthesizes what has been learned in the past. Common to most is an awareness of acknowledging and accepting one's own beauty and self-worth as an African American. Many of the contributors recognize the need to forge links with the past, and most acknowledge the role of education in designing structures for the future as well. These writings reflect an urgent need for change in a society that, while more integrated than that of past generations, falls far short of being free of racism. (SLD)

ED 389 769   UD 030 688

workers. (Contains 16 tables, 24 figures, and 207 references.) (SLD)

ED 389 789 UD 030 708

Lee, Courtland C., Ed.
Counseling for Diversity. A Guide for School Counselors and Related Professionals.
PUB DATE- 95
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indians; Arabs; Asian Americans; Black Students; *Counseling; Counselor Training; Cultural Awareness; *Cultural Differences; Cultural Pluralism; Hispanic Americans; Minority Groups; *Multicultural Education; Program Implementation; *School Counselors; Youth Programs
IDENTIFIERS- *Diversity (Student)

This book provides practicing school counselors and their colleagues in related professions with direction for developing, implementing, and evaluating counseling programs for culturally diverse student groups. It also serves as a useful methods textbook for counselor training. Intervention strategies and counseling techniques are presented in the following chapters: (1) "School Counseling and Cultural Diversity: A Framework for Effective Practice" (Courtland C. Lee); (2) "Counseling Interventions with African American Youth" (Don C. Locke); (3) "Counseling Youth of Arab Ancestry" (Morris L. Jackson); (4) "Counseling Asian American Students" (Darryl Takizo Yagi and Maria Y. Oh); (5) "Counseling Hispanic Children and Youth" (Jesse T. Zapata); (6) "Counseling Native American Students" (Timothy C. Thomason); (7) "Cross-Cultural School Consultation" (Carol F. Duncan); (8) "Multicultural Classroom Guidance" (Michael M. Omizo and Michael J. D'Andrea); (9) "Coordination of Counseling Services in a Culturally Pluralistic School Environment" (Johnnie H. Miles); (10) "Accountability in a Culturally Pluralistic School Setting" (Arleen C. Lewis and Susanna Hayes); and (11) "Multicultural Literacy: Imperatives for Culturally Responsive School Counseling" (Courtland C. Lee). Each chapter contains references. (SLD)

ED 389 790 UD 030 709

Munoz, Victoria I.
Where "Something Catches": Work, Love, and Identity in Youth. SUNY Series, Identities in the Classroom.
PUB DATE- 95
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Cultural Awareness; Cultural Background; Dropouts; *Employment; Hispanic Americans; *Identification (Psychology); Models; Profiles; Psychological Needs; *Puerto Ricans; *Racial Identification; Student Attitudes; Youth Programs
IDENTIFIERS- *Identity Formation; Task Engagement

Using an innovative framework, a psychology of identity is

Schools; *High School Students; Hmong People; Immigrants; Language Arts; *Multicultural Education; School Libraries; *Student Projects; Urban Education
IDENTIFIERS- Holocaust; Topeka Public Schools KS

The purpose of this book is to provide pathways to cultural enlightenment that can be used in any classroom. Activities are presented to enhance student involvement and promote individual learning. With each of the detailed units of study presented, varied levels of learning activities are offered. The odd-numbered chapters, beginning with Chapter 3, present language arts and art activities as they have been taught in the study of various cultures during Ethnic Week library forums in a high school in Topeka (Kansas) over a 4-year period. Ethnic Week is the starting point for a multicultural awareness program centered around a single theme that reaches across the curriculum. Beginning with Chapter 4, the even-numbered chapters present student work that is the culmination of the learning resulting from those activities. The presentations and student work for these first 4 years of the Ethnic Week program focus on: (1) Apartheid; (2) the Holocaust; (3) the Native American experience; and (4) the experiences of Hmong immigrants. An appendix contains the handouts used in the school. (Contains 35 references.) (SLD)

ED 389 811 UD 030 730

Fagan, G. Honor
Culture, Politics, and Irish School Dropouts. Constructing Political Identities. Critical Studies in Education and Culture Series.
PUB DATE- 95
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Culture; Dropout Research; *Dropouts; Foreign Countries; *Identification (Psychology); Life Events; Models; *Politics; Secondary Education; *Student Attitudes; Theories; Urban Problems; Urban Schools; Urban Youth
IDENTIFIERS- Identity Formation; *Ireland; Poststructuralism

The everyday lives and the cultural identities of early school-leavers in the Republic of Ireland are explored, drawing up a political practice, a cultural politics, that relates to the position of early school-leavers. This practice is theorized within a poststructuralist and post-Marxist framework. Part 1 presents conversations with urban early school-leavers, organized around how they represent their experience of schooling, how they view leaving school in retrospect, and their current material and social situations. Part 2 argues that early school-leavers occupy a subordinate position in terms of material well-being. Sociological theories of reproduction and resistance are explored and applied to the experiences in Part 1. Part 3 constructs a discourse of social change without transcending the realities early school-leavers experience. A cultural, political, and educational strategy is presented for work with, by, and for early school-leavers. Theories of radical social democracy and theories of cultural production provide a transformative theoretical framework from which the issue of early school-leaving can be moved beyond the current crisis of political space. (Contains 136 references.) (SLD)

ED 389 812 UD 030 731

component within the logit of the function. This alternative is derived from a more general four-parameter model based on a transformed hyperbola. (Contains 7 figures, 1 appendix of likelihood equations and information functions, and 13 references.) (Author)

ED 389 725 TM 024 225

Pomplun, Mark; And Others
An Exploration of the Stability of Freshman GPA, 1978-1985.
PUB DATE- Jun 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Tests; *College Freshmen; Educational Change; *Educational Trends; *Grade Point Average; High Schools; High School Students; History; Knowledge Level; Language Proficiency; Mathematical Aptitude; *Predictive Validity; *Reliability; Sciences; Verbal Ability; Writing Skills
IDENTIFIERS- Confirmatory Factor Analysis; *Scholastic Aptitude Test; *Test of Standard Written English

This study, one of several examining a decline in the predictive validity of the Scholastic Aptitude Test (SAT) and high school grades between 1975 and 1988, asks whether the criterion, freshman grade point average (FGPA), has changed. College Board tests usually thought of as predictors were used as proxies for the concurrent academic competencies that comprise FGPA. Academic components, defined by combinations of SAT, Test of Standard Written English (TSWE), and Achievement Test scores and high school grade point average, included verbal and mathematical reasoning ability, mathematics, language, and writing skills, and knowledge of science and history. Confirmatory factor analysis was used to test the consistency between 1978 and 1985 of the relationship between academic factors and FGPA. Primary results indicate that FGPA has been stable from 1978 to 1985 in relation to the abilities, skills, and subject knowledge measured by the SAT, TSWE, Achievement Tests, and high school grade point average. No evidence was found that a change in meaning of the FGPA has contributed to a decline in predictive validity of the SAT and high school grades. (Contains 14 tables, 2 figures, and 13 references.) (SLD)

ED 389 726 TM 024 242

Munby, Hugh
Gazing in the Mirror: Asking Questions about Validity in Self-Study Research.
PUB DATE- Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Practices; Foreign Countries; Moral Values; Narration; *Professional Development; *Research Methodology; Research Problems; *Self Evaluation (Individuals); Teacher Education; *Validity

This consideration of validity issues in self-study research argues that issues of validity in such research are first and

ED 389 746 TM 024 379

Vos, Hans J.
Applications of Bayesian Decision Theory to Intelligent Tutoring Systems. Research Report 94-16.
PUB DATE- Nov 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; Decision Making; Foreign Countries; *Intelligent Tutoring Systems; Models; *Psychometrics; *Scores; Test Results; *Test Theory
IDENTIFIERS- *Decision Theory; *Minnesota Adaptive Instructional System

Some applications of Bayesian decision theory to intelligent tutoring systems are considered. How the problem of adapting the appropriate amount of instruction to the changing nature of a student's capabilities during the learning process can be situated in the general framework of Bayesian decision theory is discussed in the context of the Minnesota Adaptive Instructional System (MAIS). Two basic elements of this approach are used to improve instructional decision making in intelligent tutoring systems. First, it is argued that in many decision-making situations the linear loss model is a realistic representation of the losses actually incurred. Second, it is shown that the psychometric model relating observed test scores to the true level of functioning can be represented by Kelley's regression line from classical test theory. Optimal decision rules for the MAIS are derived using these two features. (Contains 3 tables, 1 figure, and 42 references.) (SLD)

ED 389 747 TM 024 380

Vos, Hans J.
An Intelligent Tutoring System for Classifying Students into Instructional Treatments with Mastery Scores. Research Report 94-15.
PUB DATE- Nov 94
NOTE- 26p.; Table 2 contains small, broken type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; *Bayesian Statistics; *Classification; Computer Managed Instruction; Decision Making; Elementary School Students; Elementary Secondary Education; Foreign Countries; *Intelligent Tutoring Systems; *Mastery Tests; *Student Placement; Teaching Methods; Test Results; Test Use
IDENTIFIERS- *Decision Theory

As part of a project formulating optimal rules for decision making in computer assisted instructional systems in which the computer is used as a decision support tool, an approach that simultaneously optimizes classification of students into two treatments, each followed by a mastery decision, is presented using the framework of Bayesian decision theory. The main advantages of handling the three decision points simultaneously compared with separate optimization of such decisions are more efficient use of data and the use of more realistic utility structures. Both optimal weak monotone and strong monotone rules are considered. The results are empirically illustrated using data for 17,259 students for the problem, well-known in The Netherlands, of selecting optimum continuation schools at

Brown, Eurnestine; Wallander, Jan
Resilience and Vulnerability in Low Cognitive Functioning African American Adolescents Exposed to Multiple Risks.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Mar 95
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Indianapolis, IN, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; *Black Students; Cognitive Processes; *High Risk Students; *Intelligence; *Mental Health; Parents; Personality Traits; Self Concept; Special Education; Student Attitudes
IDENTIFIERS- African Americans; *Resilience (Personality); *Vulnerability

The mental health status of African American adolescents who have been diagnosed with mild cognitive limitations was studied, and the variables that differentiated those who were well adjusted (resilient) from those who were poorly adjusted (vulnerable) are detailed in this presentation. Participating were 205 African American families, each with a child aged 13 to 16 years enrolled in a special education program. Individual interviews with the adolescent and the parents explored environmental stress, parental and child dysfunction, and family interaction. Resilient and vulnerable adolescents were identified, and 23 resilient and 25 vulnerable students in a subsample of 74 families were studied. Few differences were found in overall health status, but resilient students were happy and displayed better developmental adjustment. Vulnerable adolescents were more likely to be withdrawn or to have tried to kill themselves. Eight information sheets, suitable for handouts, and three figures supplement two pages of text containing an abstract of the study reported on at the presentation. (SLD)

ED 389 770 UD 030 689

Huston, Aletha C.
Children in Poverty and Public Policy.
PUB DATE- Aug 95
NOTE- 27p.; Presidential address to Division 7, Developmental Psychology, of the Annual Meeting of the American Psychological Association (New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Child Welfare; Day Care; Early Childhood Education; Economic Factors; *Low Income Groups; *Parent Child Relationship; Policy Formation; *Poverty; *Public Policy; Public Television; *Social Problems; Tax Allocation; Urban Problems

Almost one quarter of American children live in poverty, and the effects of poverty on these children are mediated by many family and social conditions. Poverty affects parenting practices and the home environment, with consequential effects on child adjustment and functioning. Changes in income cause changes in parenting and the quality of the home environment, suggesting that these qualities are affected by income rather than being fixed characteristics of people living in poverty.

explored by incorporating an analysis of the cultural, historical, and political context of youths from different regions of Puerto Rico. Interviews with 56 Puerto Rican youths who were either studying to work at something they felt strongly about, working at something they loved, or trying to find work after dropping out of school provide portraits of young people in personal transition. The book is conceptualized as a triptych, with the first "panel" being a description of the author's background and its relationship to the narratives of the youths interviewed. The second panel, the center piece, reviews Erik Erikson's ideas on identity, work, and love during youth. Martin Luther King's concept of "opera manum dei," the hands that do the work of God, is amplified in the discussion of work and love. The interviews presented in the second panel are further explored in the third panel's discussions of work, love, and identity. (Contains 1 table, 8 figures, and 86 references.) (SLD)

ED 389 791   UD 030 710

Gans, Herbert J.
The War against the Poor. The Underclass and Antipoverty Policy.
PUB DATE- 95
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Employment Patterns; Futures (of Society); Ideology; Low Income Groups; Moral Issues; *Poverty; *Public Policy; Social Change; Social Class; *Social Problems; Socioeconomic Status; Stereotypes; *Welfare Recipients
IDENTIFIERS- *Underclass

For much of its history, America has been waging war against many of its poor people. Chapters 1 through 4 of this book discuss the labeling of the poor as morally inferior, which has increased in the last 15 years, blames them falsely for the ills of the American society and economy, reinforces their misery, and further discourages their moving out of poverty. The underclass is discussed, not as an economic term, but as a behavioral term to describe the people who are accused of failing to behave in mainstream ways. It is argued that the phrase is merely a popular label to stereotype poor people. The ideological notion that the undeserving nature of the poor justifies the campaign against them allows the poor to be the scapegoats for modern social problems and supports the idea that benefits for the poor contribute to the shortcomings of the economy. Chapter 5 reviews the political strategy of antipoverty policy and discusses needed antipoverty programs, especially job-centered ones. Some programs are also proposed to fight the labeling of the poor. The final chapter considers a future in which full-time jobs could become increasingly scarce and suggests programs to maintain a viable standard of living in a part-time job economy. (Contains five tables.) (SLD)

ED 389 792   UD 030 711

Marvis, Barbara J.
Contemporary American Success Stories. Famous People of Asian Ancestry. Volume I. A Mitchell Lane Multicultural Biography Series.
PUB DATE- 94
NOTE- 95p.; For volumes II-V in this series, see UD 030 712-715, respectively.

Peck, David R.

American Ethnic Literatures. Native American, African American, Chicano/Latino, and Asian American Writers and Their Backgrounds. An Annotated Bibliography. Magill Bibliographies.

PUB DATE- 92

NOTE- 228p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reference Materials - Bibliographies (131)

DESCRIPTORS- *American Indians; *Asian Americans; Authors; *Blacks; Educational History; Ethnicity; Folk Culture; *Hispanic Americans; *Literary Criticism; Literary History; *Literature; United States History

IDENTIFIERS- African Americans; Chicanos; Latinos; Native Americans

This volume is a serious effort to provide a guide to the range of creative and scholarly work in the four major American ethnic literatures. The burst in creative energy among Native Americans, African Americans, Hispanic Americans, and Asian Americans has made it difficult for teachers to keep up with the primary literature, let alone the growing body of criticism. The book gives brief narrative histories of the ethnic literatures, provides annotations to the best works of history, presents annotated bibliographies of the best books of criticism, and lists the major works of the primary literature. The first four-chapter unit gives teachers a background for teaching American ethnic literature and lists bibliographies on ethnic history and immigration in general, as well as by ethnic group. The second, and longer, unit describes the literatures, giving a brief narrative history of the literature, a selected reading list of primary works, and an annotated bibliography of the best criticism, grouped by genre. (SLD)

ED 389 813   UD 030 732

Jackson, Sandra, Ed.; Solis, Jose, Ed.

Beyond Comfort Zones in Multiculturalism. Confronting the Politics of Privilege. Critical Studies in Education and Culture Series.

PUB DATE- 95

NOTE- 281p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Citizenship Education; *Cultural Awareness; Cultural Differences; *Educational Change; Educational Theories; Elementary Secondary Education; *Ethnic Groups; Higher Education; Minority Groups; *Multicultural Education; Politics; Racial Identification; *Self Determination

Demystifying some of the implications of multiculturalism might allow the opportunity to ground the field in the basic exercise of cultural affirmation, self-determination. Contributors to this book affirm that self-determination and moving beyond the comfort zones to which multiculturalism has advanced are essential to seeing multiculturalism as an aspect of educating people to develop independence in thought and action. Contributions include: (1) "Introduction: Resisting Zones of Comfort in Multiculturalism" (Sandra Jackson and Jose Solis); (2) "White Studies: The Intellectual Imperialism of U.S. Higher Education" (Ward Churchill); (3) "Multiculturalism: War in America Continues" (Imari Abubakari Obadele); (4) "Nuestra Realidad: Historical Roots of Our Latino Identity" (Felix Masud-Piloto); (5) "The Politics of Culture: Multicultural Education foremost moral arguments about educational practice. The arguments point to narrative study because versions of narrative work are considered a necessary component of self-study. Narrative research has been criticized on positivist, analytical, literary, and post-structuralist grounds, but the appropriateness of self-study as research is justified by the fact that professionals are always obligated to monitor their own performance. Teacher educators involved in self-study are submitting their understanding of morally principled professional action to the scrutiny of peers. If a self-study piece is to be valid, then the educational merit of the practice under study must be seen to be appropriate. All other debates about the validity of self-study research should be subservient to debates on the educational appropriateness of the professional practice that is the object of the self-study. (Contains 14 references.) (SLD)

ED 389 727   TM 024 266

Witta, E. Lea
Are Values Missing Randomly in Survey Research?
PUB DATE- Nov 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; *Longitudinal Studies; *National Surveys; *Regression (Statistics); *Research Methodology; Simulation
IDENTIFIERS- *Missing Data; National Education Longitudinal Study 1988; *Random Variables

Many missing data studies have simulated data, randomly deleted values, and investigated the method of handling the missing values that would most closely approximate the original data. Regression procedures have emerged as the most recommended methods. If the values are missing randomly, these procedures are effective. If, however, the values are not missing randomly, the use of regression procedures to impute values for missing data is questionable. The purpose of this study was to determine if values were missing randomly in samples selected from the National Education Longitudinal Study of 1988. Four samples were selected: 2 samples of 8 variables, average inter-correlation of 0.2 and 0.4 respectively; and 2 samples of 4 variables, average inter-correlation of 0.2 and 0.4 respectively. All cases containing one or more missing values were selected, and the pattern of missing values for each was determined. Chi square analysis indicated that the missing values are not missing randomly (p .001). Implications of the use of regression procedures to handle non-randomly missing values are discussed. Appendix A contains four tables of descriptive statistics. (Contains 12 references and 2 tables.) (Author/SLD) the end of elementary school on the basis of achievement test scores. (Contains 2 tables, 1 figure, and 6 references.) (SLD)

ED 389 748 TM 024 381

Meijer, Rob R.
Nonparametric and Group-Based Person-Fit Statistics: A Validity Study and an Empirical Example. Research Report 94-12.
PUB DATE- Nov 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Classification; College Students; *Cutting Scores; Foreign Countries; *Group Membership; Higher Education; Identification; Knowledge Level; *Nonparametric Statistics; Research Methodology; Simulation; *Test Items; *Validity
IDENTIFIERS- Aberrance; *Person Fit Measures; *Power (Statistics)

In person-fit analysis, the object is to investigate whether an item score pattern is improbable given the item score patterns of the other persons in the group or given what is expected on the basis of a test model. In this study, several existing group-based statistics to detect such improbable score patterns were investigated, along with the cut scores that have been proposed in the literature to classify an item score pattern as aberrant. Through a simulation study and an empirical study, the power of three person-fit statistics was compared, and the practical use of various cut scores was investigated. The empirical study involved 437 Dutch sophomores studying psychology and pedagogics taking an examination on test theory. It was also demonstrated that person-fit statistics can be used to detect persons with a deficiency of knowledge on an achievement test. While one of the statistics was less appropriate in the simulation, the power of the three approaches was approximately the same in the empirical example. (Contains 9 tables and 31 references.) (SLD)

Public policies can affect the resources available to families, affecting the quality of the environments of young children. Income supports to help assure basic needs are important. Universal subsidies for all children should replace the current system of tax advantages, and subsidies that provide access to safe and high quality child care are especially important. Funding for public broadcasting could help make television a source of education and quality entertainment for children. (Contains 4 figures and 49 references.) (SLD)

ED 389 771 UD 030 690

What Every Middle School Parent Should Know. An Overview of Middle Schools in the Long Beach Unified School District.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Adolescents; Cooperative Education; *Educational Change; Educational Environment; Educational Policy; Educational Practices; Intermediate Grades; Junior High Schools; *Middle Schools; Parent Child Relationship; *Parent Participation; Parent School Relationship; School Districts; School Safety; *Teaching Methods
IDENTIFIERS- *Long Beach Unified School District CA; Middle School Students; *Reform Efforts

This parent guide addresses common parent concerns about middle schools, focusing on the Long Beach (California) Unified School District. It provides a quick reference to different aspects of the child's middle school education and encourages parent involvement. Sections describe how parents can make a difference for the child in the home and in the school and how middle schools in the district are changing to help students achieve. The guide presents answers to commonly asked questions about school environments, achievement, and school safety and gives facts about Long Beach middle schools. Each of the 21 middle schools in the district, which accommodates 17,600 students, is different, but all are united in their commitment to the developmental needs of young adolescents. Some schools have added new courses and others have shifted to innovative teaching methods, including emphasis on cooperative education. The school district will continue to work until achievement scores and skill levels are much higher. (Contains 5 figures.) (SLD)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Americans; *Biographies; Childrens Literature; Cultural Background; *Cultural Differences; Ethnic Groups; *High Achievement; Intermediate Grades; *Life Events; Minority Groups; Profiles; Racial Discrimination; *Role Models

As part of a five-volume series this volume presents biographical sketches of persons of Asian American heritage who have made contributions to American life. Asian Americans have often been subjected to racial and ethnic prejudice, as have other easily identifiable groups of Americans. The series, written at a reading level of grades 5 to 6, but with an interest level for older students as well, profiles several Asian Americans and demonstrates their valuable places in American life. Volume I includes biographies of: (1) Pat Suzuki, Japanese American singer and actress; (2) Minoru Yamasaki, Japanese American architect; (3) Kristi Yamaguchi, Japanese American figure skater; (4) An Wang, Chinese American founder of Wang Laboratories; (5) Connie Chung, Chinese American broadcast journalist; and (6) Carlos Bulosan, Filipino American author. A glossary supplements the biographies. (SLD) after the Content Debate" (Cameron McCarthy and Arlette Ingram Willis); (6) "Academic Apartheid: American Indian Studies and 'Multiculturalism'" (Marie Annette Jaimes * Guerrero); (7) "The Doorkeepers: Education and Internal Settler Colonialism, the Mexican Experience" (Priscilla Lujan Falcon); (8) "Negotiating Self-Defined Standpoints in Teaching and Learning" (Sandra Jackson); (9) "Entre la Marquesina y la Cocina" (Jose Solis); (10) "Deconstructing Mainstream Discourse through Puerto Rican Women's Oral Narratives" (Lourdes Torres); (11) "Education in Community: The Role of Multicultural Education" (Terence O'Connor); (12) "Core Culture and Core Curriculum in South Africa" (Neville Alexander); (13) "The Peer Review Group: Writing, Negotiation, and Metadiscourse in the English Classroom" (Linda Williamson Nelson); and (14) "The Cultural Ethos of the Academy: Potentials and Perils for Multicultural Education Reform" (Geneva Gay and Wanda Fox). Each chapter contains references. (SLD)

ED 389 814   UD 030 733

Stave, Sondra Astor
Achieving Racial Balance: Case Studies of Contemporary School Desegregation. Contributions to the Study of Education, Number 65.
PUB DATE- 95
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Case Studies; Community Involvement; Court Litigation; Elementary Secondary Education; *Government School Relationship; Leadership; *Migration; Minority Groups; Poverty; Program Implementation; *Racial Balance; Racial Segregation; *School Desegregation; School Districts; Suburbs; Urban Areas; *Urban Schools; *White Students

This study describes and analyzes how five communities in the northeastern United States have addressed the subject of school desegregation. Dayton (Ohio), Hartford (Connecticut), Rochester (New York), Trenton (New Jersey), and Wilmington (Delaware) share the experience of having increasingly large, poor, minority populations surrounded by mostly white, generally affluent suburbs. Since the 1960s, each of these mid-sized urban communities has been engaged in school desegregation. Chapters 2, 3, 4, 5, and 6 contain case studies for each of the communities. For each city, the investigation of legal issues related to segregation includes a review of court cases and decisions. Chapter 7 discusses the most important factors in the desegregation efforts of these cities, with a lesson drawn from each. The importance of leadership, civic pride, community involvement, educational components that encourage involvement, a close working relationship between the city and the schools, and the creation of districts too large to allow easy "white flight" are demonstrated. Three appendixes present interview questions and a list of those interviewed. A bibliographic essay discusses sources. (Contains 6 maps, 6 tables, and 179 references.) (SLD)

ED 389 815   UD 030 734

Klein, Malcolm W.
The American Street Gang. Its Nature, Prevalence, and Control.
PUB DATE- 95
NOTE- 280p.
LANGUAGE- English

Abdal-Haqq, Ismat

Infusing Technology into Preservice Teacher Education. ERIC Digest.
4p. 1mf. L1 ED 389 699

Abood, Faye

Reducing the Incidences of Violence on or by Middle School Students through Development and Implementation of a Prosocial Skills/Conflict Management Program.
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Abramovich, Sergei

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A Theory of Second-Generation Constructions.
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Adcock, Don

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Adler, Laurel

The Los Angeles Area Business/Education Partnership. A Study of the Impact of a Community Based School to Work Program for High Risk Youth.
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Carlson, Sybil B.

Relationships of Reasoning and Writing Skills to GRE Analytical Ability Scores. GRE Board Professional Report No. 84-23P.
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Carroll, Jan B.

Analysis of Tax Breaks for Training: "A Wolf in Sheep's Clothing?" HRD & ALL Research Series. Paper 90-06.
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Carter, Sylvia

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Castleman, Jacquelyn B.

Decreasing Computer Anxiety and Increasing Computer Usage among Early Childhood Education Majors through a Hands-On Approach in a Nonthreatening Environment.
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Feikes, David

One Teacher's Learning: A Case Study of an Elementary Teacher's Beliefs and Practice.
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Feldman, Jay

Success in School: The Journey of Two Chinese-American Families. Report No. 31.
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Fels, Michael D.

Imagining America: A Study of Assumptions and Expectations among English as a Second Language Students from Japan.
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Felstehausen, Ginny

Authentic Assessment for Occupational Competency for Career and Technology Education. Final Report. Year Two.
54p. 1mf. L1 ED 388 857

Feuer, Michael J., Ed.

Anticipating Goals 2000. Standards, Assessment, and Public Policy. Summary of a Workshop (Washington, D.C., March 9, 1994). Board Bulletin.
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Discipline in School-Age Care: Control the Climate, Not the Children.
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Finley, Amy, Comp.

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Fleener, M. Jayne

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Fleischman, Howard L.

Special Issues Analysis Center (SIAC). Annual Report: Year Three. Volume VII: Task D160 Report--State Certification Requirements for Teachers of Limited English Proficient Students. Task D210 Report--Inclusion of Limited English Proficient Students in State Performance Standards and Assessments.
268p. 3mf. L1 ED 389 183

Jackson, Francesina R.

Radical Pedagogical Structures: Infusing a Multicultural Perspective through Environmental Proverbs.
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Jackson, Sandra, Ed.

Beyond Comfort Zones in Multiculturalism. Confronting the Politics of Privilege. Critical Studies in Education and Culture Series.
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Jacobson, Cardell K., Ed.

American Families: Issues in Race and Ethnicity. Garland Library of Sociology, Volume 30. Garland Reference Library of Social Science, Volume 1015.
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Javorski, Mary

The Canadian West Discovered: An Exhibition of Printed Maps from the 16th to Early 20th Century (Glenbow Museum, Calgary, Alberta, Canada, January 26-April 15, 1983).
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Jensen, Marianne, Comp.

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Jensen, Steffen

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Marquoit, James W.

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An Analysis of the Teacher's Proactive Role in Redescribing and Notating Students' Explanations and Solutions.
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Place-Value: Problem-Solving and Written Assessment Using Digit-Correspondence Tasks.	8p.	L1	ED 389 624
Policy and Practice in Initial Teacher Training. Quality in Basic Education: Professional Development of Teachers. Papers Presented at a South Asian Colloquium on Teacher Training (Colombo, Sri Lanka, April 1992).	86p.	L1	ED 389 687
Popular Culture Images of Gender as Reflected through Young Children's Story.	19p.	L1	ED 388 966
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Pragmatic Language in Early Childhood Education: Behavior and			

Pedagogy Journal, 1995.	132p.	L1	ED 389 382
Racial and Ethnic Identity. Psychological Development and Creative Expression.	249p.	L3	ED 389 762
Read Together, Grow Together: The Family Literacy Initiative.	38p.	L1	ED 388 943
Rural Issues in Alcohol and Other Drug Abuse Treatment: Award for Excellence Papers. Technical Assistance Publication Series No. 10.	71p.	L1	ED 389 507
Skin Deep: Women Writing on Color, Culture and Identity.	262p.	L3	ED 389 766
Student Behaviour Outcomes: Choosing Appropriate Paths. Selected Papers from the National Conference on Behaviour Management and Behaviour Change of Children and Youth with Emotional and/or Behaviour Problems (7th, Newcastle, New South Wales, Australia, 1995).	130p.	L3	ED 388 900
Teacher Training and Multiculturalism: National Studies. Studies in Comparative Education.	236p.	L1	ED 389 671
Teaching and the Case Method. Text, Cases, and Readings. Third Edition.	333p.	L3	ED 389 669
Teaching in the Information Age: The Role of Educational Technology. New Directions for Teaching and Learning Number 51. The Jossey-Bass Higher and Adult Education Series.	117p.	L3	ED 389 291
TESOL Resource Packet: Is Your School Helping Its Language Minority Students Meet the National Educational Goals?	239p.	L2	ED 389 160
Testimony: Young African-Americans on Self-Discovery and Black Identity.	284p.	L3	ED 389 768
The Wizards of Odds: Leadership Journeys of Education Deans.	80p.	L1	ED 389 708

(021) Collected Works - Proceedings

The Impact of Inclusive School System Initiatives on the Education of Students with Disabilities: A Policy Forum To Explore Issues and Identify National Strategies To Support System Change, Convened by Project FORUM (Alexandria, Virginia, July 23-24, 1992	29p.	L1	ED 389 117
Integrating Adult Education & Training: Possibilities & Constraints. Report of a Colloquium (Bellville, South Africa, October 21-22, 1994).	59p.	L1	ED 388 754

49p. L3 ED 388 995

The Practicum in TESOL: An Integrated Model.
14p. L1 ED 389 172

Presentation Skills. P.R.I.D.E. People Retraining for Industry Excellence.
49p. L1 ED 388 795

Preventing Teen Pregnancy. Learning Guide 4. Project Connect. Linking Self-Family-Work.
45p. L1 ED 388 813

Preventing Teen Pregnancy. Secondary Learning Guide 4. Project Connect. Linking Self-Family-Work.
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Project Connect General Guide. Consumer and Homemaking Education for Adults.
41p. L1 ED 388 809

Project Connect General Guide. Secondary Guide for Consumer and Homemaking Education.
41p. L1 ED 388 825

Reading at the Middle and High School Levels: Building Active Readers across the Curriculum. ERS What We Know About Series .
86p. L2 ED 388 955

Report Writing for Technical Staff. P.R.I.D.E. People Retraining for Industry Excellence.
35p. L1 ED 388 797

The Short Story--A Hybrid Form: Implications for Teaching. Occasional Papers, 25.
23p. L1 ED 388 991

Shot by Shot: A Practical Guide to Filmmaking. Second Edition.
155p. L3 ED 389 661

Simple Machines Made Simple.
150p. L3 ED 389 513

The Solar System/El Sistema Solar--A Fully Integrated Instructional Unit.
19p. L1 ED 389 200

South Florida Folk Arts: A Teacher's Guide.
30p. L1 ED 389 652

SSMILES: School Science and Mathematics Integrated Lessons.
169p. L1 ED 389 524

A Standardized Certification Program for Case Managers Serving Frail Elderly Texans. Module I: Foundations of Case Management and Intake Interview.
164p. L1 ED 388 776

A Standardized Certification Program for Case Managers Serving Frail Elderly Texans. Module II: Assessment and Care Plan

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The American Community College. Third Edition. The Jossey-Bass Higher and Adult Education Series.	539p.	L1	ED 389 384
Assessment of Counselor Performance. ERIC Digest.	4p.	L1	ED 388 886
CACREP Accreditation: Assessment and Evaluation in the Standards and Process. ERIC Digest.	4p.	L1	ED 388 884
Career Development in Generation X. Myths and Realities.	4p.	L1	ED 388 801
Database of Teaching Materials on Japan: An Annotated Guide.	37p.	L1	ED 389 630
Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E536.	4p.	L1	ED 389 141
Encouraging Creativity in Early Childhood Classrooms. ERIC Digest.	3p.	L1	ED 389 474
Evaluating School Guidance Programs. ERIC Digest.	4p.	L1	ED 388 887
Financing Preschool for All Children. ERIC Digest.	3p.	L1	ED 389 471
Infusing Technology into Preservice Teacher Education. ERIC Digest.	4p.	L1	ED 389 699
The Learning Organization. Myths and Realities.	4p.	L1	ED 388 802
Local Area Networks for K-12 Schools. ERIC Digest.	4p.	L1	ED 389 277
Mental Health Counseling Assessment: Broadening One's Understanding of the Client and the Clients Presenting Concerns. ERIC Digest.	4p.	L1	ED 388 883
New Assessment Methods for School Counselors. ERIC Digest.	4p.	L1	ED 388 888
Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.	3p.	L1	ED 389 816
Oral Language Development across the Curriculum, K-12. ERIC Digest.	3p.	L1	ED 389 029
Overview of ADA, IDEA, and Section 504. ERIC Digest E537.	4p.	L1	ED 389 142
Portfolios for Assessment and Instruction. ERIC Digest.	4p.	L1	ED 388 890

Gender In Interviewing.	11p.	L1	ED 388 928
A Guide to Children's Literature and Disability: 1989-1994.	10p.	L1	ED 389 114
National Summary of Aquatic Education Materials Developed by, or Adapted for Use with, State and Territorial Programs.	123p.	L1	ED 389 476
Resources for Gender Equity in Mathematics and Technology. Selected Bibliography.	75p.	L2	ED 389 526
Resources in Education (RIE). Volume 31, Number 4.	p.	L2	ED 388 751
Rural Communities. Alcohol, Tobacco, and Other Drugs Resource Guide.	31p.	L1	ED 389 494
School-Linked Services in K-12 Systems: An Annotated Resource List. Final Report.	111p.	L1	ED 389 111
Turned-on Advising: Computer and Video Resources for Educational Advising.	61p.	L2	ED 389 292
Who Should Care for Infants and Toddlers? A Family Day Care Perspective and Bibliography of Family Day Care Education and Resource Materials. Revised.	25p.	L2	ED 389 469
Work-Based Learning Resource Guide.	73p.	L2	ED 388 849

(132) Reference Materials - Directories/Catalogs

Alabama Public Library Service Library Directory and 1994 Statistical Report.	173p.	L1	ED 389 306
The Internet Resource Directory for K-12 Teachers and Librarians, 95/96 Edition.	227p.	L3	ED 359 330
An Introduction to Online Resources for ATOD Prevention Specialists.	53p.	L1	ED 388 930
The IT in Secondary Science Book. A Compendium of Ideas for Using Computers and Teaching Science.	132p.	L3	ED 389 521
Language Dictionaries and Grammars of Guam and Micronesia.	43p.	L1	ED 389 163
Learning Resources Evaluations Manual.	307p.	L1	ED 388 858
Library Resources for the Blind and Physically Handicapped: A Directory with FY 1994 Statistics on Readership, Circulation, Budget, Staff, and Collections.			

Effects of Violations of Data Set Assumptions When Using the Analysis of Variance and Covariance with Unequal Group Sizes.	27p.	L1	ED 389 729
Elementary School Summer Program. Title 1 Final Evaluation Report.	21p.	L1	ED 388 944
The Emergence of the Splitting Metaphor in a Fourth Grade Classroom.	8p.	L1	ED 389 548
Equity Benchmarks for Vermont.	17p.	L1	ED 389 785
Evaluation of Projects Funded by the School Dropout Demonstration Assistance Program. Final Evaluation Report. Volume I: Findings and Recommendations.	231p.	L1	ED 389 063
An Exploration of the Stability of Freshman GPA, 1978-1985.	44p.	L1	ED 389 725
Family and Community Vulnerability Determination: Needs Assessment through Meta-Analysis.	9p.	L1	ED 388 894
High Expectations, High Achievements. State Report Card 1995. K-12 Public Education in Colorado.	70p.	L1	ED 389 065
How "Messing About" with Performance Assessment in Mathematics Affects What Happens in Classrooms.	54p.	L1	ED 389 735
Imagining America: A Study of Assumptions and Expectations among English as a Second Language Students from Japan.	34p.	L1	ED 389 026
Inclusion: Why Mathematics Education Will Never Be the Same Again.	7p.	L1	ED 389 781
Increasing the Efficacy of Informal Video through Rapid Prototyping.	14p.	L1	ED 389 263
The Influence of the Presence of Deviant Item Score Patterns on the Power of a Person-Fit Statistic. Research Report 94-1.	33p.	L1	ED 389 758
Information Processing and the Management of Curriculum, Teaching and Learning.	18p.	L1	ED 389 272
Integrating the Concept Attainment Teaching Model and Videodisk Images.	20p.	L1	ED 389 262
An Intelligent Tutoring System for Classifying Students into Instructional Treatments with Mastery Scores. Research Report 94-15.	26p.	L1	ED 389 747

7p. L1 ED 389 573

Her Math, Their Math: An In-Service Teacher's Growing Understanding of Mathematics and Technology and Her Secondary Students' Algebra Experience.
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Impossible Graphs.
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Improving the Quality of Science and Mathematics Education--The Role of Higher Education. Report on a Planning Meeting (Hertford, United Kingdom, May 26-29, 1992). Quality in Basic Education: Science, Technology, and Mathematics.
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Assessing Some of the Properties of Longer Blocks in the 1992 NAEP Reading Assessment.	27p.	L1	ED 389 737
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Attrition/Retention of Urban Special Education Teachers: Multi-Faceted Research and Strategic Action Planning. Final Performance Report, Volume 1. Chapter Three and Chapter Four .	80p.	L1	ED 389 154
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Bridging the Achievement Gap in Urban Schools: Reducing Educational Segregation and Advancing Resilience--Promoting Strategies. Publication Series #95-9.	20p.	L1	ED 389 806
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Quality Improvement in Initial Teacher Training and Co-operation in Distance Education in Asia: Interim Statement and Action Plans. Commonwealth Secretariat-UNESCO Regional Roundtable (Penang, Malaysia, October 24-November 4, 1992).	37p.	L1	ED 389 685
The Quality of the Environment of the Child: Study of Cognitive Interactions in Parent-Run Preschools.	24p.	L1	ED 389 454
Quality Talk in Early Childhood Education: Mapping Teacher Style.	11p.	L1	ED 389 456
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Racial Group Orientation and Self-Concept: Examining the Relationship Using Meta-Analysis.	21p.	L1	ED 389 038
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Raising Voices: Using Teaching Cases To Stimulate Teachers' Thinking and Reflection in Mathematics Education.	8p.	L1	ED 389 607

International Colloquium on Education: British and American Perspectives. Proceedings (3rd, La Crosse, Wisconsin, April 18-20, 1994).
183p. L1 ED 389 639

National Dissemination Forum on Issues Relating to Special Education Teacher Satisfaction, Retention and Attrition (Washington, District of Columbia, May 25-26, 1995).
265p. L1 ED 389 147

Paths to Performance: A Seven State Focus. State Challenge Grant Conferences on Strategies for Change.
52p. L2 ED 388 764

Peak Performance...Reaching for Excellence in Agricultural Education Research. Proceedings of the Annual National Agricultural Education Research Meeting (22nd, Denver, Colorado, December 1, 1995). Volume XXII.
571p. L1 ED 388 773

PIALA '94. Pacific Information Liberation: The Wave of the Future. Proceedings of the Annual Pacific Islands Association of Libraries and Archives Conference (4th, Tamuning, Guam, November 4-9, 1994).
115p. L1 ED 389 331

Prevision des besoins en main-d'oeuvre du secteur de l'information. Communications presentees lors du Seminaire FID/ET (Espoo, Finlande, 24-27 aout 1988) (Prediction of the Labor Needs of the Information Sector. Papers presented a FID/ET Seminar (Espoo, Finland, August 24-27, 1988)).
262p. L1 ED 389 327

Proceedings of the Annual Conference of the Western Australian Science Education Association (19th, Perth, Western Australia, Australia, November 18, 1994).
121p. L1 ED 389 514

Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, Ohio, October 21-24, 1995). Volumes 1 and 2: Plenary Lectures, Discussion Groups, Research Papers, Oral Reports, and Poster Presentations.
821p. L1 ED 389 534

Russian-American Seminar on Critical Thinking and the Library. Papers from the Seminar (Moscow, Russia, June 1-5, 1992). Occasional Papers Nos. 200-201.
156p. L2 ED 389 314

Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (9th, Ellenville, NY, March 22-24, 1995).
174p. L1 ED 389 364

Tel-Ed '95, Proceedings of the International Conference on Telecommunications in Education (4th, Fort Lauderdale, Florida, November 30-December 3, 1995).
293p. L1 ED 389 284

(022) Collected Works - Serials

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9p. L1 ED 389 409

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Strengthening Parenting Skills: School Age. Learning Guide 2. Project Connect. Linking Self-Family-Work.	45p.	L1	ED 388 811
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(072) Book/Product Reviews

Raising the Educational Achievement of Secondary School Students: An Idea Book. Summary
6p. L1 ED 389 090

(080) Journal Articles

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(090) Legal/Legislative/Regulatory Materials

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School-Linked Services in K-12 Systems: An Annotated Resource List. Final Report.
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Selected OSEP-Funded Projects...Collecting/Disseminating "Promising Practices".
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TESOL CALL Internet Section Software List, 1995.
240p. L2 ED 389 218

The Visual Resources Directory: Art Slide and Photograph Collections in the United States and Canada. Visual Resources Series.
174p. L3 ED 389 318

Who's Involved with Hunger: An Organization Guide for Education and Advocacy. Sixth Edition.
58p. L2 ED 389 646

(133) Reference Materials - Geographic Materials

The Canadian West Discovered: An Exhibition of Printed Maps from the 16th to Early 20th Century (Glenbow Museum, Calgary, Alberta, Canada, January 26-April 15, 1983).
151p. L2 ED 389 641

(140) Reports - General

Alabama Public Library Service Library Directory and 1994 Statistical Report.
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Every Child a Reader: The Report of the California Reading Task Force.
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Federal Tax Rules Relating to Benefit Plans for Public Education Employees. A Resource Guide.
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Informatics for Secondary Education: A Curriculum for Schools.
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(141) Reports - Descriptive

Abstract of Title 5 Regulations (Matriculation Model District Policy) Regarding Prerequisites, Corequisites and Advisories on Recommended Preparation.

Interactive Television in Distance Education Setting: Formative Evaluation of "Adapting Instructional Techniques."
11p. L1 ED 389 264

Iowa Distance Education Alliance. Final Evaluation Report.
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Iowa Distance Education Alliance. Final Evaluation Report. Abbreviated Version.
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The National Education Goals Report, 1995. Building a Nation of Learners.
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The National Education Goals Report, 1995. Executive Summary.

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CE068633	ED388752
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SO - Social Studies/Social Science Education

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CG - Counseling and Student Services

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CG026688	ED388927
CG026689	ED388928
CG026692	ED388929
CG026694	ED388930
CG026697	ED388931
CG026702	ED388932
CG026748	ED388933

SO025732	ED389659//
SO025733	ED389660//
SO025734	ED389661//
SO025735	ED389662//
SO025742	ED389663
SO025753	ED389664
SO025771	ED389665
SO025772	ED389666
SO025784	ED389667//

SP - Teaching and Teaching Education

SP036203	ED389668
SP036234	ED389669//
SP036236	ED389670
SP036272	ED389671
SP036298	ED389672
SP036299	ED389673//
SP036316	ED389674
SP036319	ED389675
SP036320	ED389676
SP036321	ED389677
SP036322	ED389678//
SP036323	ED389679
SP036324	ED389680
SP036325	ED389681
SP036326	ED389682
SP036327	ED389683
SP036328	ED389684
SP036329	ED389685
SP036330	ED389686
SP036331	ED389687
SP036332	ED389688
SP036333	ED389689
SP036334	ED389690
SP036335	ED389691
SP036336	ED389692
SP036337	ED389693
SP036338	ED389694
SP036339	ED389695
SP036340	ED389696
SP036342	ED389697
SP036345	ED389698
SP036346	ED389699
SP036347	ED389700
SP036360	ED389701
SP036362	ED389702
SP036372	ED389703
SP036373	ED389704
SP036374	ED389705
SP036375	ED389706
SP036382	ED389707
SP036385	ED389708

TM - Assessment and Evaluation

TM023836	ED389709
TM024190	ED389710
TM024191	ED389711
TM024192	ED389712
TM024193	ED389713
TM024194	ED389714
TM024195	ED389715
TM024196	ED389716

CG026749	ED388934
CG026750	ED388935
CG026751	ED338936
CG026752	ED388937

CS - Reading, English, and Communication

CS012185	ED388938
CS012197	ED388939
CS012283	ED388940//
CS012285	ED388941
CS012290	ED388942
CS012291	ED388943
CS012292	ED388944
CS012293	ED388945
CS012294	ED388946
CS012295	ED388947
CS012296	ED388948
CS012297	ED388949
CS012298	ED388950
CS012299	ED388951
CS012300	ED388952
CS012301	ED388953
CS012302	ED388954
CS012303	ED388955
CS012305	ED388956
CS012306	ED388957//
CS012309	ED388958
CS012311	ED388959
CS012313	ED388960
CS012315	ED388961
CS012361	ED388962
CS012362	ED388963
CS214971	ED388964
CS215047	ED388965
CS215076	ED388966
CS215078	ED388967
CS215080	ED388968
CS215097	ED388969
CS215098	ED388970
CS215099	ED388971
CS215100	ED388972
CS215105	ED388973
CS215106	ED388974
CS215107	ED388975
CS215109	ED388976
CS215111	ED388977
CS215114	ED388978
CS215115	ED388979
CS215118	ED388980//
CS215120	ED388981
CS215121	ED388982
CS215122	ED388983
CS215124	ED388984
CS215125	ED388985
CS215126	ED388986
CS215127	ED388987
CS215128	ED388988
CS215129	ED388989
CS215132	ED388990
CS215133	ED388991
CS215134	ED388992//
CS215135	ED388993//
CS215136	ED388994//

TM024197	ED389717
TM024218	ED389718
TM024219	ED389719
TM024220	ED389720
TM024221	ED389721
TM024222	ED389722
TM024223	ED389723
TM024224	ED389724
TM024225	ED389725
TM024242	ED389726
TM024266	ED389727
TM024279	ED389728
TM024285	ED389729
TM024303	ED389730
TM024304	ED389731
TM024306	ED389732
TM024360	ED389733
TM024361	ED389734
TM024362	ED389735
TM024365	ED389736
TM024366	ED389737
TM024367	ED389738
TM024368	ED389739
TM024369	ED389740
TM024370	ED389741
TM024371	ED389742
TM024376	ED389743
TM024377	ED389744
TM024378	ED389745
TM024379	ED389746
TM024380	ED389747
TM024381	ED389748
TM024382	ED389749
TM024383	ED389750
TM024384	ED389751
TM024385	ED389752
TM024386	ED389753
TM024387	ED389754
TM024388	ED389755
TM024389	ED389756
TM024390	ED389757
TM024391	ED389758
TM024393	ED389759//

UD - Urban Education

UD029853	ED389760
UD030678	ED389761//
UD030679	ED389762//
UD030680	ED389763//
UD030682	ED389764//
UD030683	ED389765//
UD030684	ED389766//
UD030685	ED389767//
UD030687	ED389768//
UD030688	ED389769
UD030689	ED389770
UD030690	ED389771
UD030691	ED389772
UD030692	ED389773
UD030693	ED389774
UD030694	ED389775
UD030695	ED389776
UD030696	ED389777

CS215137	ED388995//
CS215139	ED388996
CS215140	ED388997
CS215141	ED388998//
CS215150	ED388999
CS215151	ED389000
CS215152	ED389001
CS215159	ED389002//
CS215227	ED389003
CS215228	ED389004
CS509048	ED389005
CS509055	ED389006
CS509057	ED389007
CS509064	ED389008
CS509066	ED389009
CS509067	ED389010
CS509068	ED389011
CS509069	ED389012
CS509071	ED389013
CS509072	ED389014
CS509073	ED389015
CS509074	ED389016
CS509075	ED389017
CS509076	ED389018
CS509077	ED389019
CS509078	ED389020
CS509079	ED389021
CS509080	ED389022
CS509081	ED389023
CS509082	ED389024
CS509083	ED389025
CS509084	ED389026
CS509085	ED389027
CS509086	ED389028
CS509089	ED389029
CS509090	ED389030
CS509091	ED389031
CS509092	ED389032
CS509093	ED389033
CS509095	ED389034
CS509098	ED389035//
CS509100	ED389036
CS509106	ED389037//
CS509111	ED389038

EA - Educational Management

EA026866	ED389039
EA027072	ED389040
EA027074	ED389041
EA027127	ED389042//
EA027128	ED389043//
EA027129	ED389044//
EA027146	ED389045
EA027148	ED389046
EA027149	ED389047
EA027150	ED389048
EA027151	ED389049
EA027152	ED389050
EA027153	ED389051
EA027154	ED389052
EA027155	ED389053
EA027156	ED389054
EA027157	ED389055

UD030697	ED389778
UD030698	ED389779
UD030699	ED389780
UD030700	ED389781
UD030701	ED389782
UD030702	ED389783
UD030703	ED389784
UD030704	ED389785
UD030705	ED389786//
UD030706	ED389787//
UD030707	ED389788//
UD030708	ED389789//
UD030709	ED389790//
UD030710	ED389791//
UD030711	ED389792//
UD030712	ED389793//
UD030713	ED389794//
UD030714	ED389795//
UD030715	ED389796//
UD030716	ED389797//
UD030717	ED389798//
UD030718	ED389799//
UD030719	ED389800
UD030720	ED389801
UD030721	ED389802
UD030722	ED389803
UD030723	ED389804
UD030724	ED389805
UD030725	ED389806
UD030726	ED389807
UD030727	ED389808
UD030728	ED389809//
UD030729	ED389810//
UD030730	ED389811//
UD030731	ED389812//
UD030732	ED389813//
UD030733	ED389814//
UD030734	ED389815//
UD030735	ED389816
UD030736	ED389817
UD030737	ED389818
UD030738	ED389819
UD030739	ED389820
UD030740	ED389821
UD030742	ED389822
UD030743	ED389823
UD030744	ED389824
UD030745	ED389825
UD030746	ED389826
UD030747	ED389827
UD030748	ED389828
UD030749	ED389829
UD030750	ED389830

EA027158	ED389056
EA027159	ED389057
EA027160	ED389058
EA027162	ED389059
EA027163	ED389060
EA027166	ED389061//
EA027167	ED389062
EA027168	ED389063
EA027169	ED389064
EA027172	ED389065
EA027173	ED389066
EA027174	ED389067
EA027175	ED389068
EA027176	ED389069
EA027177	ED389070
EA027178	ED389071
EA027180	ED389072
EA027181	ED389073
EA027182	ED389074
EA027184	ED389075
EA027185	ED389076
EA027186	ED389077
EA027188	ED389078
EA027189	ED389079
EA027191	ED389080
EA027192	ED389081
EA027194	ED389082
EA027195	ED389083
EA027196	ED389084
EA027199	ED389085
EA027200	ED389086
EA027201	ED389087
EA027202	ED389088
EA027203	ED389089
EA027206	ED389090
EA027207	ED389091
EA027208	ED389092
EA027209	ED389093
EA027210	ED389094
EA027211	ED389095
EA027345	ED389096
EA027443	ED389097
EA027444	ED389098
EA027445	ED389099
EA027446	ED389100

EC - Disabilities and Gifted Education

EC304386	ED389101
EC304387	ED389102
EC304388	ED389103
EC304389	ED389104
EC304390	ED389105
EC304391	ED389106
EC304392	ED389107
EC304393	ED389108
EC304394	ED389109
EC304395	ED389110
EC304396	ED389111
EC304397	ED389112
EC304398	ED389113
EC304400	ED389114
EC304401	ED389115
EC304402	ED389116

EC304403	ED389117
EC304404	ED389118
EC304405	ED389119
EC304406	ED389120
EC304407	ED389121
EC304408	ED389122
EC304409	ED389123
EC304410	ED389124
EC304411	ED389125
EC304412	ED389126
EC304413	ED389127
EC304414	ED389128
EC304415	ED389129
EC304416	ED389130
EC304417	ED389131
EC304418	ED389132
EC304419	ED389133//
EC304420	ED389134
EC304421	ED389135
EC304423	ED389136
EC304424	ED389137
EC304425	ED389138
EC304426	ED389139
EC304427	ED389140
EC304428	ED389141
EC304429	ED389142
EC304430	ED389143
EC304431	ED389144
EC304432	ED389145
EC304433	ED389146
EC304434	ED389147
EC304435	ED389148
EC304436	ED389149
EC304437	ED389150
EC304438	ED389151
EC304439	ED389152
EC304440	ED389153
EC304441	ED389154
EC304442	ED389155
EC304443	ED389156
EC304444	ED389157
EC304445	ED389158

FL - Language and Linguistics

FL022454	ED389159
FL022527	ED389160
FL023120	ED389161
FL023138	ED389162
FL023254	ED389163
FL023298	ED389164
FL023329	ED389165
FL023346	ED389166
FL023348	ED389167
FL023349	ED389168
FL023350	ED389169
FL023351	ED389170
FL023352	ED389171
FL023353	ED389172
FL023354	ED389173
FL023355	ED389174
FL023356	ED389175
FL023357	ED389176
FL023358	ED389177

FL023359	ED389178
FL023360	ED389179
FL023361	ED389180
FL023362	ED389181
FL023363	ED389182
FL023364	ED389183
FL023372	ED389184
FL023383	ED389185
FL023393	ED389186
FL023394	ED389187
FL023395	ED389188
FL023396	ED389189
FL023397	ED389190
FL023398	ED389191
FL023399	ED389192
FL023400	ED389193
FL023401	ED389194
FL023402	ED389195
FL023403	ED389196
FL023404	ED389197
FL023405	ED389198
FL023406	ED389199
FL023407	ED389200
FL023408	ED389201
FL023409	ED389202
FL023410	ED389203
FL023411	ED389204
FL023412	ED389205
FL023413	ED389206
FL023414	ED389207
FL023415	ED389208
FL023416	ED389209
FL023417	ED389210
FL023418	ED389211
FL023419	ED389212
FL023420	ED389213
FL023421	ED389214
FL023422	ED389215
FL023423	ED389216
FL023424	ED389217//
FL023426	ED389218
FL023429	ED389219
FL023430	ED389220
FL023431	ED389221
FL023442	ED389222
FL023443	ED389223
FL023444	ED389224
FL023445	ED389225
FL023446	ED389226//
FL023447	ED389227
FL023448	ED389228
FL023449	ED389229
FL023450	ED389230
FL023452	ED389231
FL023454	ED389232
FL801088	ED389233
FL801089	ED389234
FL801090	ED389235

HE - Higher Education

HE028754	ED389236
HE028755	ED389237
HE028756	ED389238

HE028757	ED389239
HE028758	ED389240
HE028759	ED389241
HE028760	ED389242
HE028762	ED389243//
HE028763	ED389244
HE028764	ED389245
HE028765	ED389246
HE028766	ED389247
HE028767	ED389248
HE028768	ED389249
HE028769	ED389250
HE028770	ED389251
HE028771	ED389252
HE028772	ED389253
HE028773	ED389254
HE028774	ED389255
HE028775	ED389256
HE028776	ED389257

IR - Information and Technology

IR017343	ED389258
IR017348	ED389259
IR017358	ED389260
IR017460	ED389261
IR017464	ED389262
IR017465	ED389263
IR017466	ED389264
IR017467	ED389265
IR017468	ED389266
IR017469	ED389267
IR017471	ED389268
IR017472	ED389269
IR017474	ED389270
IR017475	ED389271
IR017481	ED389272
IR017482	ED389273
IR017483	ED389274
IR017484	ED389275
IR017485	ED389276
IR017486	ED389277
IR017489	ED389278
IR017490	ED389279
IR017491	ED389280
IR017492	ED389281
IR017493	ED389282
IR017494	ED389283
IR017495	ED389284
IR017496	ED389285
IR017499	ED389286
IR017500	ED389287
IR017501	ED389288
IR017503	ED389289//
IR017504	ED389290//
IR017583	ED389291//
IR017584	ED389292
IR017586	ED389293
IR017591	ED389294//
IR017592	ED389295
IR017593	ED389296
IR055587	ED389297
IR055678	ED389298
IR055680	ED389299//

IR055681	ED389300//
IR055684	ED389301
IR055685	ED389302
IR055686	ED389303
IR055687	ED389304
IR055688	ED389305
IR055689	ED389306
IR055690	ED389307
IR055691	ED389308
IR055692	ED389309
IR055693	ED389310
IR055694	ED389311//
IR055695	ED389312//
IR055697	ED389313//
IR055699	ED389314
IR055701	ED389315
IR055702	ED389316//
IR055703	ED389317
IR055704	ED389318//
IR055705	ED389319//
IR055706	ED389320//
IR055708	ED389321//
IR055709	ED389322//
IR055711	ED389323
IR055712	ED389324
IR055713	ED389325
IR055714	ED389326
IR055715	ED389327
IR055716	ED389328//
IR055717	ED389329//
IR055719	ED389330//
IR055720	ED389331
IR055721	ED389332
IR055723	ED389333
IR055724	ED389334
IR055726	ED389335
IR055727	ED389336
IR055728	ED389337
IR055729	ED389338
IR055730	ED389339
IR055734	ED389340
IR055739	ED389341
IR055740	ED389342
IR055741	ED389343
IR055742	ED389344

JC - Community Colleges

JC950064	ED389345
JC950524	ED389346
JC950535	ED389347
JC950561	ED389348
JC950566	ED389349
JC950567	ED389350
JC950568	ED389351
JC950569	ED389352
JC950570	ED389353
JC950571	ED389354
JC950572	ED389355
JC950573	ED389356
JC960002	ED389357
JC960003	ED389358
JC960004	ED389359
JC960005	ED389360

JC960006	ED389361
JC960007	ED389362
JC960008	ED389363
JC960009	ED389364
JC960010	ED389365
JC960011	ED389366
JC960012	ED389367
JC960013	ED389368
JC960014	ED389369
JC960015	ED389370
JC960016	ED389371
JC960017	ED389372
JC960018	ED389373
JC960019	ED389374
JC960020	ED389375
JC960021	ED389376
JC960022	ED389377
JC960023	ED389378
JC960024	ED389379
JC960027	ED389380
JC960029	ED389381
JC960030	ED389382
JC960031	ED389383
JC960032	ED389384

PS - Elementary and Early Childhood Education

PS023195	ED389385
PS023214	ED389386
PS023248	ED389387//
PS023425	ED389388//
PS023461	ED389389
PS023501	ED389390
PS023551	ED389391
PS023597	ED389392
PS023606	ED389393
PS023626	ED389394
PS023640	ED389395
PS023641	ED389396
PS023642	ED389397//
PS023654	ED389398
PS023658	ED389399
PS023660	ED389400
PS023664	ED389401
PS023667	ED389402//
PS023676	ED389403
PS023689	ED389404
PS023696	ED389405
PS023697	ED389406
PS023700	ED389407//
PS023703	ED389408
PS023704	ED389409
PS023705	ED389410
PS023707	ED389411
PS023710	ED389412
PS023722	ED389413
PS023724	ED389414
PS023729	ED389415
PS023730	ED389416//
PS023731	ED389417//
PS023732	ED389418//
PS023733	ED389419//
PS023741	ED389420//
PS023742	ED389421

PS023743	ED389422//
PS023745	ED389423
PS023746	ED389424
PS023747	ED389425
PS023749	ED389426
PS023750	ED389427
PS023766	ED389428
PS023768	ED389429
PS023771	ED389430
PS023776	ED389431
PS023778	ED389432
PS023779	ED389433
PS023780	ED389434
PS023781	ED389435
PS023782	ED389436
PS023783	ED389437
PS023798	ED389438
PS023800	ED389439
PS023801	ED389440
PS023802	ED389441
PS023803	ED389442
PS023810	ED389443
PS023812	ED389444
PS023814	ED389445
PS023815	ED389446
PS023816	ED389447
PS023817	ED389448
PS023820	ED389449
PS023826	ED389450
PS023828	ED389451
PS023829	ED389452
PS023830	ED389453
PS023831	ED389454
PS023832	ED389455
PS023833	ED389456
PS023836	ED389457
PS023838	ED389458
PS023840	ED389459
PS023842	ED389460
PS023846	ED389461
PS023848	ED389462
PS023849	ED389463
PS023867	ED389464
PS023868	ED389465
PS023870	ED389466
PS023871	ED389467
PS023873	ED389468
PS023895	ED389469
PS023896	ED389470
PS023915	ED389471
PS023960	ED389472
PS023971	ED389473
PS023972	ED389474
PS023973	ED389475

RC - Rural Education and Small Schools

RC020207	ED389476
RC020209	ED389477
RC020267	ED389478
RC020302	ED389479//
RC020308	ED389480
RC020318	ED389481//
RC020320	ED389482

RC020322	ED389483
RC020323	ED389484
RC020324	ED389485
RC020326	ED389486
RC020329	ED389487
RC020330	ED389488
RC020331	ED389489
RC020343	ED389490
RC020344	ED389491
RC020345	ED389492//
RC020347	ED389493
RC020352	ED389494
RC020355	ED389495
RC020356	ED389496
RC020357	ED389497
RC020362	ED389498//
RC020363	ED389499
RC020366	ED389500
RC020367	ED389501
RC020368	ED389502
RC020369	ED389503
RC020370	ED389504//
RC020371	ED389505
RC020372	ED389506//
RC020374	ED389507
RC020413	ED389508//

SE - Science, Mathematics, ans Environmental Education

SE055707	ED389509//
SE056548	ED389510//
SE056681	ED389511//
SE056776	ED389512//
SE056777	ED389513//
SE056779	ED389514
SE056782	ED389515
SE056783	ED389516
SE056786	ED389517
SE056787	ED389518
SE056790	ED389519
SE056791	ED389520
SE056801	ED389521//
SE056802	ED389522
SE056803	ED389523
SE056804	ED389524
SE056805	ED389525
SE056833	ED389526
SE056847	ED389527//
SE056852	ED389528
SE056855	ED389529
SE056857	ED389530
SE057019	ED389531//
SE057039	ED389532
SE057100	ED389533
SE057177	ED389534
SE057178	ED389535